DOCUMENT RESUME

ED 157 263 EC 111 309

AUTHOR	Hovell, Carrie; Fry, Betty
TITLE	Effective Approaches: A Manual for Teachers of Handicapped Preschoolers Trainer Manual.
INSTITUTION	East Central Kansas Economic Opportunity Corp., Inc., Ottawa.
SPONS AGENCY	Office of Child Development (DHEW), Washington, D.C.
PUB DATE	75
GRANT	OCD-H-7041
NOTE	95p.; For the teacher manual, see EC 111 310 ; Some parts of document may be marginally legible
AVAILABLE FROM	ECKAN Head Start, Box 200, Ottawa, Kansas 66067 ($2.00)
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	*Handicapped Children; Manuals; Preschool Education; *Program Planning; *Teacher Education; *Teacher Educators
IDENTIFIERS	*Project Head Start

ABSTRACT

The manual for the trainer of Head Start teachers is designed to accompany teacher units on basic techniques for working with handicapped preschool children. Following administrator and trainer tests are sections on the following areas: using the manual, setting up the program, the point system, negotiating with the director, negotiating with teachers, testing, pre-test post-test answers, quizzing, giving the lessons, practicum, observations, table of percentages, providing feedback, graphing, cleaning up, and study question answers. Appended materials include the following: a pretest-posttest, director contract, teacher training information, calendar, teacher contract, 10 quizzes, point report slip, observation sheet, suggestion form, feedback reminder, point summary sheet, teacher graph, and course evaluation form. (SBH)

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ED157263

TRAINER MANUAL

for

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Effective Approaches, A Manual For Teachers Of Handicapped Preschoolers

BEST COPY AVAILABLE

CO-AUTHORS:
CARRIE HOVELL & BETTY FRY

Project: Developing New Approaches to Head Start Services to Handicapped Children

Teacher Training

EAST CENTRAL KANSAS HEAD START

Ottawa, Kansas

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

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ECKAN Special Handicapped Project is a part of the ECKAN Head Start Program sponsored by the East Central Kansas Economic Opportunity Corp., Inc. East Central Kansas Economic Opportunity Corp., Inc is a non-profit organization incorporated in the State of Kansas to operate programs to aid low income people. (Community Service Administration) Head Start is one of the programs sponsored by this Agency.

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The project was funded by the Department of Health, Education and Welfare, Office of Child Development, Grant No. H-7041. Opinions expressed here do not necessarily reflect the official position of the Office of Child Development.

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TO THE ADMINISTRATOR

Thank you for deciding to use EFFECTIVE APPROACHES. This manual is a result of two years of testing and revision. This "trainer manual" is designed to equip a trainer with the skills to teach Head Start teachers. The accompanying "teacher units" are designed to provide the teachers with the basic techniques for working with handicapped children. Teacher units are appropriate for training teachers, aides, volunteers, and parents. The training program will consist of the teachers reading the "teacher's units," completing quizzes, and completing practicums. The trainers will administer the program by helping the teachers go through the units, giving helpful feedback regarding teaching, correcting quizzes, etc.

This manual has been field tested for two years and revisions have been made due to suggestions from teachers and trainers who have participated in the training. In addition, the authors have carefully monitored the teaching of people that they have trained to insure the manual really improves teaching skills. The effectiveness of this package can only be guaranteed if you make sure the following steps are followed:

1. Assign one responsible person to be the teacher trainer. This may be an educationalcoordinator, handicapped coordinator, center director, or yourself.
2. The trainer must read the trainer manual and the teacher manual thoroughly.
3. The trainer must complete all study questions within the trainer manual and all teacher units.
4. The trainer must pass the comprehensive "trainer" test with 95% or better accuracy.

A checklist has been provided, for your convenience, to keep track of how the trainer is progressing in mastery of the manual. You will be responsible for giving the trainer the comprehensive trainer test. The trainer test and answer key are found following the Checklist for Administrators.

The rest of this manual is directed to the person assigned to be the trainer. Of course you may like to read it too, but from now on we will speak directly to "Trainer." The pages that follow provide detailed instructions for implementing the EFFECTIVE APPROACHES procedures.

We have found this manual to be extremely effective for training trainers and thereby in successfully training teachers. In addition, people reading the teacher units have reported that they enjoyed them very much. We hope your trainers and teachers enjoy the program too.

Sincerely yours,

Betty Fry

Betty Fry, Trainer/Director

Carrie Hovell

Carrie Hovell, Assistant Trainer

Checklist for Directors

The trainer has:

_____ Read "introductory letter to the trainer"

_____ Read Unit 1

_____ Taken quiz on Unit 1 (pass with 90% accuracy)

_____ Read Unit 2

_____ Taken quiz on Unit 2 (pass with 90% accuracy)

_____ Read Unit 3

_____ Taken quiz on Unit 3 (pass with 90% accuracy)

_____ Read Unit 4

_____ Taken quiz on Unit 4 (pass with 90% accuracy)

_____ Read Unit 5

_____ Taken quiz on Unit 5 (pass with 90% accuracy)

_____ Read Unit 6

_____ Taken quiz on Unit 6 (pass with 90% accuracy)

_____ Read Unit 7

_____ Taken quiz on Unit 7 (pass with 90% accuracy)

_____ Read Unit 8

_____ Taken quiz on Unit 8 (pass with 90% accuracy)

_____ Read Unit 9

_____ Taken quiz on Unit 9 (pass with 90% accuracy)

_____ Read Unit 10

_____ Taken quiz on Unit 10 (pass with 90% accuracy)

_____ Read Trainer Unit

_____ Taken comprehensive trainer quiz (pass with 95% accuracy)

COMPREHENSIVE TRAINER TEST

SCORE

☐ 1. What is the most common cause of crippling physical disability?

☐ 2. What is the cause of autism?

☐ 3. What are two advantages of using a behavior checklist?

☐ 4. Name three levels of mental retardation.

☐ 5. What happens to the behavior that is reinforced?

☐ 6. What does a baseline tell you?

☐ 7. Give an example of a blindism.

☐ 8. When describing a behavior, what sort of words should you use?

SCORE

☐ 9. What is frequency recording?

☐ 10. What are two kinds of language problems a child may have?

☐ 11. What is usually the best treatment for a preschool child who stutters?

☐ 12. What does articulation mean?

☐ 13. What is a simple way to decide what may be a good reinforcer for a child?

☐ 14. Why would you use a return to baseline check?

☐ 15. How fast should you reduce the number of your reinforcers?

☐ 16. If the line on your graph is going uphill, what does that mean?

☐ 17. What is shaping?

SCORE

☐ 18. What can you do to make praise more reinforcing?

☐ 19. How long should time out last?

☐ 20. How can you make a reinforcer specific?

☐ 21. What is response cost?

☐ 22. Why would you use a prompt?

☐ 23. What does generalization mean?

☐ 24. What is peer tutoring?

☐ 25. Name three of the four ways questions can help a child learn.

☐ 26. What does extinction do to the rate of behavior?

SCORE

☐ 27. What are programmed materials?

☐ 28. Why is the D.R.O. procedure better than just extinction alone?

☐ 29. Name one space problem a handicapped child might have.

☐ 30. Will ignoring behavior always decrease the rate? Why or why not?

☐ 31. What four questions are answered in a good objective?

☐ 32. Who should the aide not see alone the first few days?

☐ 33. What shapes should a preschooler know?

☐ 34. How many points is the quiz worth?

☐ 35. On observation day, how can the teacher earn the full points?

SCORE

☐ 36. How many points can be earned on observation day?

☐ 37. What does a teacher have to do in order to earn all the points for the lesson day?

☐ 38. How many points is a lesson worth?

☐ 39. How many points can be earned on practicum day?

☐ 40. At the end of every training day, what should be given to the teacher?

☐ 41. What is a "back-up"?

☐ 42. What score on the pretest allows a teacher to skip a unit?

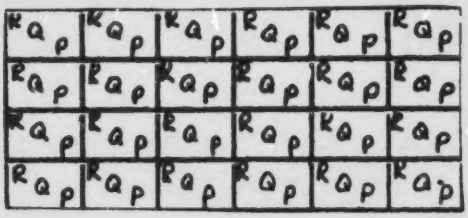
☐ 43. What should you do if the teacher misses a quiz answer?

☐ 44. Here is a part of a sample pretest; tell which units the teacher will be able to skip. (You will have to decide if the teacher's answers are correct.)

--SAMPLE--

UNIT	SCORE		
7	☐	28.	What is peer tutoring? When the teacher tutors one to one.
7	☐	29.	What are programmed materials? Seen on T. V.
7	☐	30.	Name one space problem a handicapped child might have. Parking a wheel chair or crutches.
8	☐	31.	What four questions are answered in a good objective? who, what, when, how well
8	☐	32.	Name one behavior a child needs in a large group. setting still without bothering other children.
8	☐	33.	What shapes should a preschooler know? circle, triangle, square, and rectangle
10	☐	34.	In general, what are the aide's first day or two for? work !
10	☐	35.	Who should the aide not see alone the first few days? parents
10	☐	36.	When do you start correcting the aide? from the start.

45. How many minutes are represented by these blocks?



46. If the observer sees the teacher use a praise statement, how should this box be marked?

47. If the teacher didn't praise, prompt, or question, how should this box be marked?

48. What are the two situations in which the teacher should be observed?

49. In what situation should the observer turn off the stop watch?

50. If the teacher leaves the room, what should the observer do?

51. Write the exact definition of "R".

52. Write the exact definition of "Q".

☐ 53. Write the exact definition of "P".

☐ 54. What is the definition of tablework?

☐ 55. What is an example of tablework?

☐ 56. What is not an example of tablework?

☐ 57. When is the first week you begin giving feedback?
Which behavior do you work on first?

☐ 58. On the HHH sheet, what do you write in the section labeled "While observing in your classroom, I noted you . . ."?

☐ 59. On the HHH sheet, what section is for writing something nice?

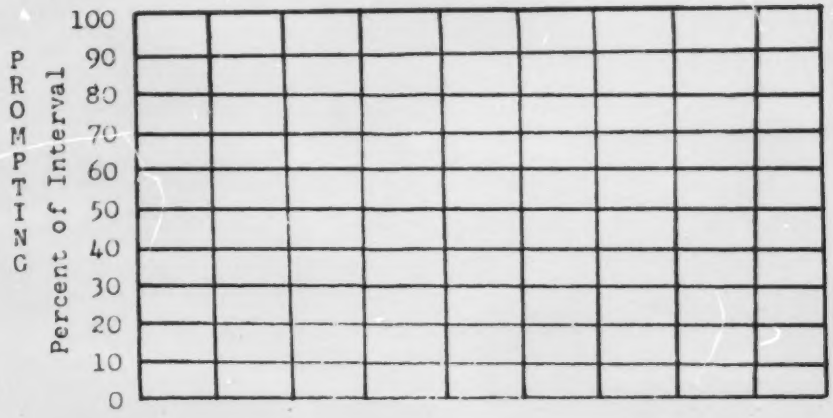
☐ 60. What things do you write in the section labeled "We believe your children could learn at a much faster rate . . ."?

☐ 61. Before observing on week three and every observation day thereafter, what should you give the teacher?

SCORE

☐ 62. Graph these data obtained for prompting.

Date	% during large group	% during small group
6/2	2	4
6/9	4	3
6/16	12	18
6/23	28	34
7/18	45	42
8/29	34	36



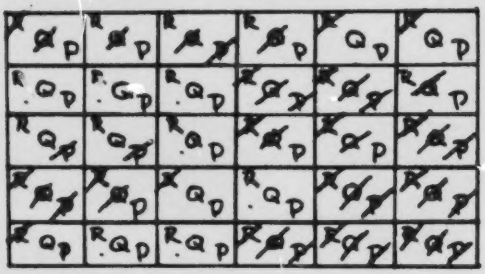
☐ 63. How many follow up observations should you make?

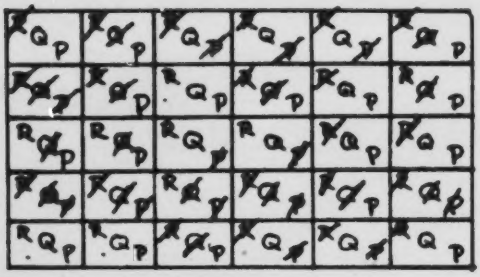
☐ 64. Score and evaluate the following sample data sheet.

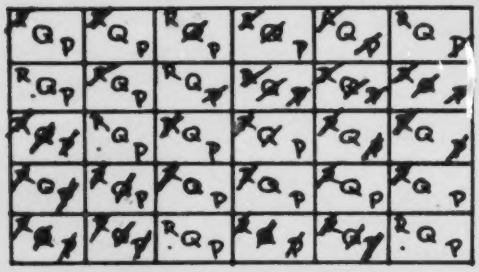
	ONE-TO-ONE	GROUP
# of R's	_____	_____
% of R's	_____	_____
# of Q's	_____	_____
% of Q's	_____	_____
# of P's	_____	_____
% of P's	_____	_____

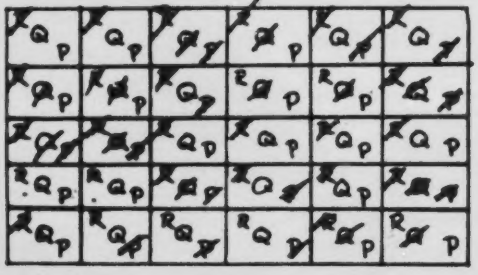
Teacher Mattie Date 10-3 Observer Betty J.

ONE-TO-ONE

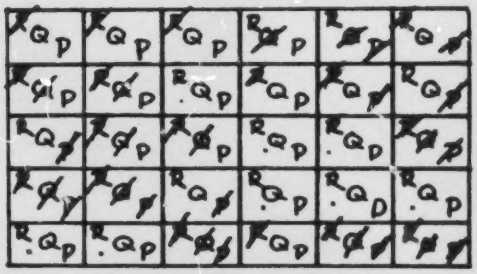


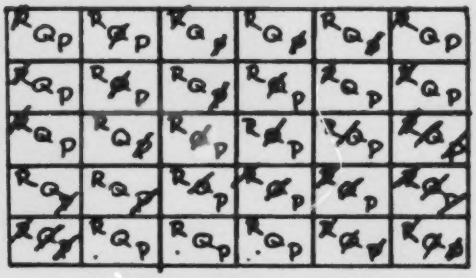


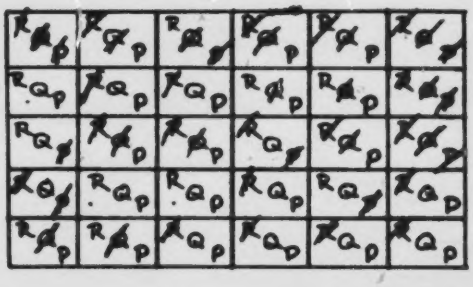


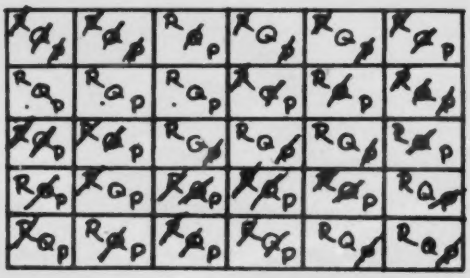


GROUP









COMPREHENSIVE TRAINER KEY

1. cerebral palsy
2. it is not known
3. any two: doesn't take long to use
   doesn't require special materials
   fair to children
   good picture of what the child is like
   show child's strengths and weaknesses
   lets you know which child can do the tests and which can't
4. mild, moderate, severe
5. it is more likely to happen again, its rate increases
6. how often the behavior was occurring before you started any procedure. What the rate of the behavior was before you did anything to change it.
7. any one: rubbing eyes, rocking, waving hands in front of eyes.
8. words that everyone will understand — report just exactly what you see
9. counting the number of times the behavior occurs
10. a. receptive language problem
    b. expressive language problem
11. to ignore the problem
12. how words are pronounced
13. watch the child to see what he seems to prefer
14. to see if your procedure is really working
15. gradually
16. it is increasing
17. reinforcing small steps that come closer and closer to the target behavior
18. pair it with something the child values
19. not long — two to three minutes
20. tell the child why you are reinforcing him
21. a problem behavior is followed with the loss of a reinforcer, and this results in a decrease in the behavior
22. to help the child complete at least the first step
23. generalization means being able to use a skill you have learned in many different places and under different conditions
24. using children to teach each other one-to-one
25. practice, generalization, memory, or to stimulate conversation
26. decreases it
27. materials set up in small steps that the child can use by himself
28. extinction decreases the problem, but it doesn't teach appropriate behaviors
29. any one of the following:
    1. room to move through doors and halls
    2. ramps
    3. sharp edges
    4. cupboard for medication
    5. storage for equipment
30. no, if attention wasn't a reinforcer then withholding attention probably won't decrease the behavior
31. who, what, when, how well
32. parents and children
33. square, rectangle, triangle, circle
34. 2
35. work with a large group of children on TABLEWORK for 1/2 hour
    work with a small group of children on TABLEWORK for 1/2 hour
36. 4
37. read the lesson and take the quiz
38. 3
39. 3
40. the point report slip
41. a "back up" is what the teacher can exchange points for
42. 100% of all pretest questions for that unit completely correct. All +'s for that unit.
43. ask her to look up the answer and correct it
44. Unit 8
45. 4 minutes
46.

47.

48. large group tablework
small group tablework
49. if the teacher must discontinue activity (e.g. fire drill)
50. keep on observing as if the teacher were present
51. Praise Statements (reinforcement)

Teacher initiates praise statements or exclamations directed at a child or children. Examples included are: "Fine," "Good job," "Wow!", and "Thank you". Do not include: "OK," "All right," "Uhuh".

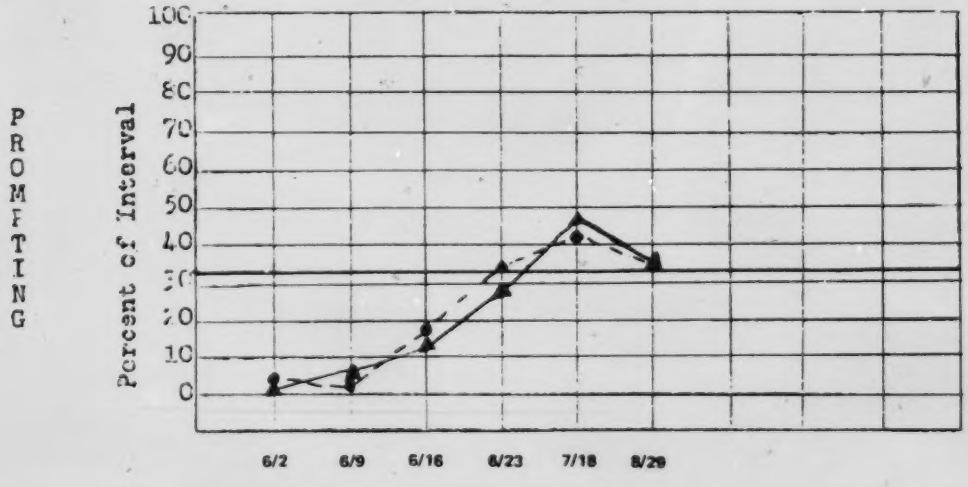
52. Questions (priming a child to respond)

The teacher directs a question (with an answer expected) toward a child or children which is relevant to the activity, materials, general school activities, or child's academic knowledge. Examples included are: "What color is this?" Do not include: "Isn't this great?!", "Are you having fun?" or questions that don't require an answer.

53. Prompting

The teacher assists by physically taking a child through some or all components of a behavior (example: holding a child's hand while he writes his name). Or, the teacher provides a model or component model for the child (either physical or vocal), (example: teacher demonstrates how to dip a paint brush, or teacher says, "Say, 'Yellow' ".

54. any preacademic, academic, or art project usually done while seated. Teacher must be working with the children, not just sitting back and watching
55. coloring, putting puzzles together, etc.
56. going for a walk, singing, free play, etc.
57. week two, praise
58. you write the % of time that each teacher behavior occurred
59. the section starting with "We also informally watched you . . ."
60. describe which behaviors need increasing, give helpful examples
61. the feedback reminder sheet
62.



63. at least three, more if you like

64.	One-to-One	Group
# of R's	83	67
%of R's	69%	56%
# of Q's	57	58
% of Q's	48%	48%
# of P's	51	44
% of P's	42%	37%

INTRODUCTION FOR TRAINERS

Thank you for choosing EFFECTIVE APPROACHES to train your Head Start teachers. It is now more important than ever that every person receive an education. According to law it is every child's right to be educated. Early education provided by Head Start teachers can be responsible for some important changes and growth in all preschool children. But it is the handicapped preschooler that may receive the most benefit from early training. If the handicapped child is given the opportunity to work and learn with non-handicapped preschoolers, the disability may be lessened because of all the other achievements the child has made.

EFFECTIVE APPROACHES will teach preschool teachers new, efficient ways to work with children — both handicapped and non-handicapped. The manual is appropriate for training teachers, aides, volunteers, and parents. The teacher manual has been field tested for two years. Revisions have been made due to suggestions given by teachers and trainers who have participated in the training. Teachers report that they enjoy it very much and learn a lot. Observations of the teachers show that their teaching skills also improve.

The teacher manual is written in an easy-to-understand style. Evidence shows that frequent interruption of reading (to answer study questions) not only improves comprehension, but also prevents boredom. For that reason, study questions are provided throughout each unit, rather than at the end. In addition, there is a unit quiz at the end of each unit. It has been found that taking short quizzes at the end of each unit will improve retention for the final test over all the units.

The suggested schedule for training is as follows:

Day 1 — teacher reads two lessons (2 hours)
Day 2 — observers watch teacher in classroom (1 hour)
Day 3 — teacher completes practicum for two lessons (2 hours)

This schedule goes on for five weeks. That's all it takes — five short weeks! If teachers would like a less busy schedule, training can be completed more gradually over the course of ten weeks.

Your own training will be directed by your administrator. Here are the steps you should follow:

1. Read the "teacher's units," one at a time
2. Take the unit quizzes and pass with 90% or better accuracy
3. Read the "trainer manual"
4. Take the "comprehensive trainer quiz" and pass with 95% or better accuracy.

The effectiveness of this manual cannot be insured unless you complete these requirements. Trainers scoring 95% or better on the comprehensive trainer's quiz should be able to use this program easily and efficiently. In addition, they should find observable improvements in the teaching skills of people they train. A checklist has been provided on the next page so you can keep track of what you have completed.

Checklist for Trainers

- ☐ Read "Introduction for Trainers"
- ☐ Read Unit 1
- ☐ Complete Study Questions
- ☐ Take Unit 1 quiz (score 90% or better)
- ☐ Read Unit 2
- ☐ Complete Study Questions
- ☐ Take Unit 2 quiz (score 90% or better)
- ☐ Read Unit 3
- ☐ Complete Study Questions
- ☐ Take Unit 3 quiz (score 90% or better)
- ☐ Read Unit 4
- ☐ Complete Study Questions
- ☐ Take Unit 4 quiz (score 90% or better)
- ☐ Read Unit 5
- ☐ Complete Study Questions
- ☐ Take Unit 5 quiz (score 90% or better)
- ☐ Read Unit 6
- ☐ Complete Study Questions
- ☐ Take Unit 6 quiz (score 90% or better)
- ☐ Read Unit 7
- ☐ Complete Study questions
- ☐ Take Unit 7 quiz (score 90% or better)
- ☐ Read Unit 8
- ☐ Complete Study Questions
- ☐ Take Unit 8 quiz (score 90% or better)
- ☐ Read Unit 9
- ☐ Complete Study Questions
- ☐ Take Unit 9 quiz (score 90% or better)
- ☐ Read Unit 10
- ☐ Complete Study Questions
- ☐ Take Unit 10 quiz (score 90% or better)

- ☐ Read Trainer Manual
- ☐ Complete Study Questions

- ☐ Take comprehensive trainer quiz

GETTING READY FOR BUSINESS

1. Obtain copies of the manual

You will want to make sure that every teacher you train has a manual to keep. Teachers will probably want to refer to the manual for ideas many times after they have been trained. **Have one teacher manual for every teacher to be trained.

2. Supplementary Readings.

At the end of every unit there is a short list of supplementary readings. Try to obtain as many of these books as possible. If you have money to purchase books, these will be an excellent addition to your teachers' library. Otherwise you may be able to borrow them from the public library. Here is a list of the books used as supplementary reading.

SUPPLEMENTARY READINGS

Unit 1

Handicapped Children in Head Start Series: Selected Readings In Early Education of Handicapped Children. "Integrating Handicapped Children into Regular Classrooms."
by Mary Glockner (Interview with Jenny Klein),
pp. 5-9, O.C.D., 1974

Head Start Information Project
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

No Two Alike: Helping Children with Special Needs

Exploring Childhood Program
Education Development Center
15 Mifflin Street
Cambridge, Mass. 02138

Unit 2

The supplementary reading for this unit is in Part B of the unit.

Unit 3

Living with Children, New Methods for Parents and Teachers.

by Gerald Patterson and M. Elizabeth Gullion

Research Press
Post Office Box 2459, Station A
Champaign, Illinois 61820

Chapters 2 and 5

Unit 4

Managing Behavior, Part 1, Behavior Modification — The measurement of behavior

by R. Vance Hall

H & H Enterprises, Inc.
Box 3342
Lawrence, Kansas 66044

Unit 5

Living with Children, New Methods for Parents and Teachers

by Gerald R. Patterson and M. Elizabeth Gullion

Chapters 12, 13 and 14

Research Press
Post Office Box 2459, Station A
Champaign, Illinois 61820

Managing Behavior, Behavior Modification: Basic Principles

by R. Vance Hall

H & H Enterprises, Inc.
Post Office Box 3342
Lawrence, Kansas 66044

Unit 6

Living with Children, New Methods for Parents and Teachers

by Gerald R. Patterson and M. Elizabeth Gullion

Chapters 9, 10 and 11

Research Press
Post Office Box 2459, Station A
Champaign, Illinois 61820

Help! These Kids Are Driving Me Crazy

by Ron Carter

Research Press
Post Office Box 2459, Station A
Champaign, Illinois 61820

Unit 7

A Setting for Growth — Caring for Children — Number Six

by Lois B. Murphy and Ethel M. Leeper

U.S. Department of Health, Education, and Welfare
Office of Child Development
U.S. Government Printing Office
Washington, D.C. 20402

Project Head Start — Equipment and Supplies

Office of Economic Opportunity
Washington, D.C. 20402

Unit 8

Managing Behavior #4, New Ways to Teach New Skills

C. Panyan

H & H Enterprises, Inc.
Box 3342
Lawrence, Kansas 66044

Managing Behavior #7, Teaching a Child to Imitate #1

by Sebastian Striefel

H & Enterprises, Inc.
Box 3342
Lawrence, Kansas 66044

Handicapped Children in Head Start Series: Meyer Childrens' Rehabilitation Institute Teaching Program for Young Children

"Manual 3: Equipment and Materials for Use in Nursery Schools for Handicapped Children"

Head Start Information Project
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Unit 9
Learning Through Play

by Jean Marzolla and Janice Lloyd

Harper and Row, Publishers
New York, New York

Language Motivating Experiences for Young Children

by Rose C. Engel

Educative Toys and Supplies
6416 Van Nuys Blvd.
Van Nuys, California 91401

Kid's Stuff

by M. J. Collier, I. Forte, and Joy MacKensie

Acoustifone Corporation
8954 Comanche Ave.
Chatsworth, California 91311

Unit 10
Handicapped Children in Head Start Series: Training of Nonprofessionals in Early Childhood Education Centers

Head Start Information Project
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22901

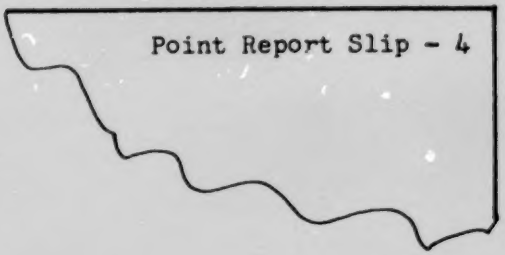
Handicapped Children in Head Start Series: Working With Families: A Manual for Developmental Centers

Head Start Information Project
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22901

Films — The use of films is not required for training, but teachers may find training more entertaining and enjoyable if films are occasionally shown with the lessons.

3. **Run off dittos**

At the end of this trainer manual are copies of materials which you will need to duplicate. These materials are located in the Appendix. The number of copies you will need during training for **each** teacher is written at the top of each page along with the title of the ditto: Dittos are certainly much cheaper, but the pages Xerox very well.



4. **Films**

Some of the practicums suggest the use of a film. You should find the addresses of two reliable sources that rent films. Public or university libraries frequently have this service. Here is a list of films used during practicums:

Unit 1
—**Special Children — Special Needs**
—**Kelly**

Unit 2
—**Crossroads at Four**
—**Pancho**

Unit 3
—**Research with Disadvantaged Preschool Children**
—**Rewards and Reinforcements in Learning**

Unit 4
—**Pinpoint, Record, and Consequate**

Unit 5
—**Graduation Day**
—**Teaching the Mentally Retarded: A Positive Approach**

Unit 6
—**Behavior Modification — Teaching Language to Psychotic Children**

Unit 7
—**Day-Care Center Techniques**

Unit 8
—**Children Are Not Problems — They Are People**

Unit 9
—**Selecting and Using Ready-Made Materials**

Unit 10
—**Spearhead at Juniper Gardens**

Agencies to contact for borrowing films include:
—Local and University audio-visual libraries.
—Modern Talking Picture Service Film Libraries

Contact: (for nearest library)

National Services Center
2323 New Hyde Park Road
New Hyde Park, L. I., N.Y. 11040
Area code 516-437-6300

—Special Education Instructional Materials Centers

5. Arrange for equipment

Training requires a certain amount of equipment which you should obtain before you start:

1 stopwatch for each trainer
1 clipboard for each trainer
a 16 mm. film projector if films are used

6. Arrange for practicum classroom

Most of the practicums will be done in a classroom. A classroom with many handicapped children is preferable, but if that isn't available then a typical Head Start classroom will be fine. You will need to use the classroom for one day each week for five weeks.

To arrange for the use of the classroom, you will probably have to negotiate with the center director and classroom teacher.

7. Arrange for Training Room

You will need a place for the teachers to read lessons, do supplementary readings and take tests. Ideally, the room should have a table and chairs and be well lighted.

In summary, to get ready, you should:

1. Obtain copies of the manual
2. Obtain supplementary readings
3. Run off dittos
4. Order films
5. Arrange for equipment
6. Arrange for practicum classroom
7. Arrange for training room.

THE POINT SYSTEM

The point system was set up to help both the teachers and the trainers. Prior to the use of the point system, teachers sometimes missed lessons, took children for walks when the trainer was coming to observe classroom teaching, etc. This made for a very frustrating experience for the trainer. In addition, there was not enough motivation for the teachers to go through the extra work involved in training.

The point system was a big incentive for the teachers. Soon after it was instituted the problems experienced with the teachers disappeared. The teachers now had something to look forward to — the "pay off." They were able to exchange their points for something special at the end of training. The trainers were also happier, because the training now went very smoothly. The use of the point system is strongly recommended. The training will probably not go as smoothly unless the system is used.

Money is one important incentive that will motivate teachers to work, but you may want to make the "pay off" something different. You may award a special honorary certificate to teachers who have completed the training (preferably at a nice banquet complete with corsage for the teacher!). You may want to let teachers earn materials for their classrooms or earn a day off. Some teachers like to earn college credit for their work. Money is the most effective "pay off" we have used but if your budget is limited there are lots of alternatives. Whatever you choose — you must have some incentive for the people in training!

Criterion for giving points:

When the teacher completes part of the training program she earns points. Here are the parts of the program that the teacher can earn points for:

Lesson — On lesson day, in order to earn the full amount of points, the teacher must:

1. Read the lesson - **3 points**
2. Take the quiz — The teacher must score 9 out of 10 correct OR retake the quiz until 90% is scored.

Note: The teacher can take the quiz over and over until 90% is scored, but most people score 100% the first time they take it.

Quiz is worth **2 points.**

Practicum — On practicum day, in order to earn the full amount of points, the teacher must:

1. Complete the required activity listed in the back of the unit.
2. Turn in any data sheets, checklists, etc., that may be part of the lesson.

Each practicum is worth **3 points.**

Observations — On observation days, in order to earn the full points, the teacher must:

1. Work with a large group of children on **tablework** for 1/2 an hour.
2. Work with a small group (1-3 children) on **tablework** for 1/2 an hour.

Tablework will be defined later under the "observation code" section. The teacher must be involved in tablework and must work with **BOTH** a large and small group.

Observation day is worth **4 points.**

Pre/Post test — Before training begins, the pretest must be taken. When training is finished, the test is given again as a post test. This test is explained in detail in the "testing" section. In order to earn the full amount of points, the teacher must:

Just take the test. No special score is required just so long as they attempt it.

Each pre and post test is worth **5 points.**

Summary of point values:

Activity	Points
Pretest	5
Lesson	3
Quiz	2
Practicum	3
Observation	4
Post test	5

STUDY QUESTIONS

Q-1 What does a teacher have to do in order to earn all the points for the lesson day?

Q-2 How many points is a lesson worth?

Q-3 How many points is the quiz worth?

Q-4 On practicum days, how can a teacher earn points?

Q-5 How many points can be earned on practicum day?

Q-6 On observation day, how can the teacher earn the full points?

Q-7 How many points can be earned on observation day?

Q-8 Does the teacher have to make any special score on the pre or post test?

Q-9 How many points can be earned by taking the pretest?

How can points be made up if they are lost?

In most cases, you should not allow this. In order to **make best use** of your time, you should not allow the teachers to make-up observations or practicums. It is very frustrating to make up a calendar at the beginning of training and then have to change it all the time. This rule must hold even if the teacher is sick. The point system will allow the teacher to lose a few points and still get the full "pay off."

Here is the only **exception** to the rule. If a teacher misses reading a lesson and taking a quiz, here is how the points can be made up:

1. Give the teacher a lesson to read during her spare time.
2. Have the teacher make an appointment to take the quiz.
3. Give the quiz. (Here is where it gets complicated . . .)
   The teacher is going to lose points for taking the quiz late.
   Make-up points will be awarded depending only on what score the teacher makes on the quiz.

Score on Quiz	Total # of make up points earned
10	4.5
9	4
8 or below	none

The teacher can't earn all the points back, but can get most of them. This penalty has been built in to prevent a teacher from doing two things:

1. Missing lesson days
2. Reading the lesson too quickly, just to get the make up points.

Point Report Slip:

At the end of each training day (lesson, observation, or practicum), you should give each teacher a report slip. This lets the teacher know how many points she earned that day and what the running total is.

To: Teacher Date: 4-1-76

Today you earned 3 points.

So far you have earned a total of 27 points out of a possible 30 points.

Susan Plats
Trainer

Point Summary Sheet:

This is a sheet for your files. The teachers will never see this. It is designed to help you keep track of the points your teachers have earned. Fill it out at the end of each training day — don't put it off. It is very difficult to remember how many points a teacher earned a week ago. Here is a sample of a completed Summary Sheet.

Teacher: Barbara Davis

Points Earned

Date	5/1	5/2	5/3	5/8	5/9	5/10	5/15	5/16				
Points	5	4	6	10	4	6	5	4				
Total	5/5	9/9	15/15	25/25	29/29	35/35	40/45	44/49				

Date												
Points												
Total												

Date												
Points												
Total												

Q-10 What is the only circumstance where a teacher would be allowed to make up points?

Q-11 How can the teacher make up the lost points?

Q-12 When getting make-up points a teacher must earn a certain score on the quiz. Fill in the table below.

Score on Quiz	Total # of make-up points earned
10	
9	
8 or below	

Q-13 Why must the teacher make a certain score on the make-up quiz?

Q-14 At the end of every training day, what should be given to the teacher?

Q-15 When should the point summary sheet be filled out?

Point Exchange:

At the end of training the teachers will have accumulated all the possible points. Most of them will have earned 100% of the total. Some will have lost a few points. Here is a table to refer to when exchanging points for the "back-up."

Points Earned	
110-106	100% of back-up
105-101	50% of back-up
100-96	25% of back-up
95 and below	nothing

What is a "back-up"? That is what the teacher can exchange the points for. For example, points can be exchanged for money. In this case, the table could look like this:

Points earned	
110-106	$20.00
105-101	10.00
100-96	5.00
95 and below	0.00

Q-16 What is a "back-up"?

NEGOTIATING WITH DIRECTOR

This is a very important part of training. You must get the center director's complete support. Training can't proceed smoothly unless the director is behind you all the way.

WHEN WILL TRAINING TAKE PLACE?

You must work out a time when lessons will be read, practicums can be done, and observations can be made. The lessons can be read after school or during class time. It is important that the teachers **not** have to read the lessons at home on their own time on a regular basis. This can lead to a very bad morale problem.

Practicum must be done during class time as many of them require working with children.

1. Work out what day of the week lesson, practicum, and observation day will take place.
2. Arrange a time when:
   a. lessons will be read
   b. practicum will be done
   c. observations can be made.

A lesson will take about 45 minutes to read.
A practicum will take about 45 minutes to do.
Observations will take one hour per week for each teacher.

SUBSTITUTE TEACHERS:

If lessons are read during class time, then substitute teachers will be needed. This can be either a paid person or a volunteer. It isn't for a very long period of time.

It might be more convenient on practicum days to have a substitute teacher. This way the teacher could devote all her attention to the practicum and not have to worry about "who's killing whom".

On observation days, substitutes are **not** needed.
Observations will be discussed in detail later.

OBSERVATION DAY:

Make sure the director will allow a person in the classroom to watch the teacher teach. The person observing will probably be you. This is a **VERY** important part of the training program, so make sure the director agrees.

EMERGENCIES:

The director must agree to call the trainer if the center is going to be closed for an emergency (e.g. heavy snow, flood, fire, chicken pox, etc.) This is a big help to you. If you have to be traveling around to different centers, it would be terrible to drive for an hour only to find that the center is closed down.

"BACK-UPS" FOR POINT EXCHANGE:

You just read all about the point system. Those points must be exchangeable for something the teachers really like. What the points are exchanged for is called a "back-up." Have the director find out what the teachers would like.

Money has been the most effective back-up. Here are some other ideas if the director can't arrange to provide the teachers with money:

1. A day off (This isn't a big reinforcer if the teachers are frequently absent.)
2. Money to buy classroom equipment
3. Certificates (blue ribbon for 100% of points, red ribbon for 50%, etc.).

Remember, the director will have to provide the back-up. One way to argue for money as a back-up is to point out that if the teachers are really doing a good job and have earned 100% of the points, then they have probably been putting much more effort into their work and maybe even doing a little extra at home. According to teachers that have used the program, they prefer money as a "back-up".

ARRANGE FOR A ROOM:

You will need a room where the teachers can read the lessons each week. It should be relatively quiet and well lighted. The room will be needed for about two hours, one day a week. It would be most convenient for the room to be located in the teachers' own center.

SIGN THE CONTRACT:

A director's contract is provided on the next page. It includes most of the information discussed in this section. By having a signed contract, the director knows what is expected of him or her and knows what to expect from you.

Get that contract signed at the end of the meeting with the director. A copy of the director's contract to ditto is located in the appendix of this unit.

DIRECTOR'S CONTRACT

I agree to:

1. Allow the teachers to be trained on lesson and practicum days.
2. Arrange for 2 substitute teacher(s) to be in each classroom on lesson days.
3. Arrange for 1 substitute teacher(s) to be in each classroom on practicum days.
4. Allow an observer to be in each classroom on observation days.
5. Notify the trainer if the center is closed for an emergency.
6. Provide "back-ups" for point exchange.

From this training my teachers will acquire the skills to work with handicapped children in a regular Head Start classroom.

Center Director Tracy Frye

Trainer Betty Louis

Date 4-18-76

Here is a checklist of things to remember when negotiating with the director:

1. Decide what day of the week lessons, practicums, and observations will take place.
2. Arrange a time when:
   lessons will be read.
   practicums will be done.
   observations can be made.
3. Have director arrange for substitute teachers.
4. Make sure director will allow observers in the classroom.
5. Make sure director will notify you in case of emergency.
6. Arrange for "back-ups" for point system.
7. Arrange for a room.
8. Sign contract.

Q 17 When arranging a time to read the lessons, when is **not** a good time to choose?

Q 18 Why would it be convenient to have a substitute teacher on practicum day?

Q 19 What has been the most effective back-up for point exchange?

Q 20 What is the last thing you should do at the end of the meeting with the director?

NEGOTIATING WITH TEACHERS

If you do a good job negotiating with the teachers, your training will be a lot easier. The negotiations with the teachers should be for scheduling and telling the teachers about the program. A trainer can conveniently train a group of about four teachers at a time. You will want to negotiate with each teacher individually and with the group as a whole if the teachers are at the same center.

Teacher Training Information

Instead of having to explain the program every time you train teachers, there is a sheet of information, to be dittoed, located in the appendix. It is four pages long and explains all about the program. After the teachers have read this, you can discuss and answer any questions they might have. The sheet saves you a lot of talking and covers most of the main points. Why not take a few minutes to read it? It is titled "Teacher Training Information."

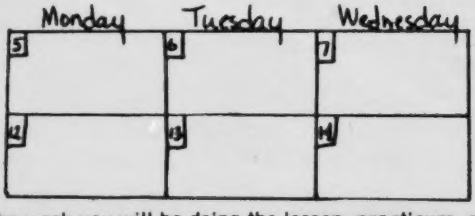
Calendar: For a Five Week Training Schedule

1 day a week will be used for reading 2 lessons
1 day a week will be used to do 2 practicums
1 day a week will be used for observation

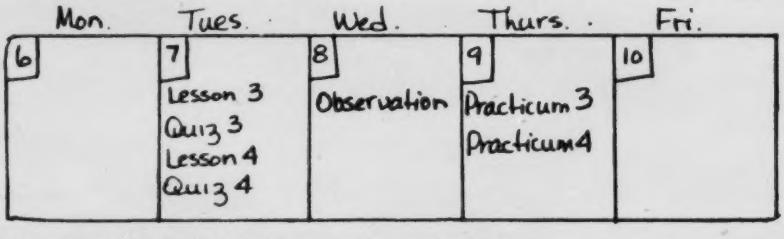
Talk to the teachers and find out what days of the week are most convenient for them to read lessons, do practicums and be observed. These three activities should be completed every week for five weeks. Try to pick three days of the week that can be used consistently for the five weeks (e.g. Monday, Tuesday, Wednesday or Monday, Wednesday, Friday). Find out what days will be holidays, field trips, personal days off, etc.

A planning calendar for you to ditto is located in the appendix of this unit. Here is how to fill out the calendar after you have figured out what days are best for you and the teachers:

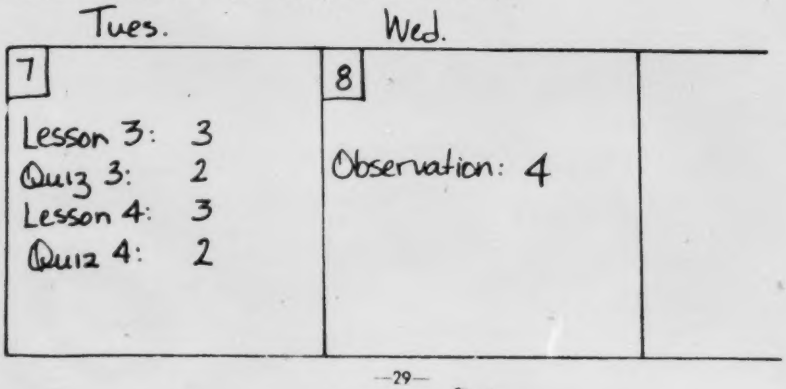
1. Fill in the date for each day in the small square of each box.



2. Write in what day of the week you will be doing the lesson, practicum, observation, pretest and post test.



3. Fill in the number of points that can be earned for each activity.



HERE IS A SAMPLE OF A COMPLETED CALENDAR:

	MON.	TUES.	WED.	THURS.	FRI.
APRIL		1	2	3	4 Take Pretest 5pts
	7 Lesson 1: 3 Quiz 1: 2 Lesson 2: 3 Quiz 2: 2	8 field trip to Zoo	9 Practicum 1: 3 Practicum 2: 3	10 Observation: 4	11
	14 Lesson 3: 3 Quiz 3: 2 Lesson 4: 3 Quiz 4: 2	15 Observation: 4	16 Practicum 3: 3 Practicum 4: 3	17	18
	21 Lesson 5: 3 Quiz 5: 2 Lesson 6: 3 Quiz 6: 2	22 Observation: 4	23 Practicum 5: 3 Practicum 6: 3	24	25
	28 Lesson 7: 3 Quiz 7: 2 Lesson 8: 3 Quiz 8: 2	29 Observation: 4	30 Holiday	1 Practicum 7: 3 Practicum 8: 3	2
MAY	5 Lesson 9: 3 Quiz 9: 2 Lesson 10: 3 Quiz 10: 2	6 Observation: 4	7 Practicum 9: 3 Practicum 10: 3	8	9
	12 Take post test 5pts	13	14	15	16

As you can see from the calendar, you will have to accommodate field trips, etc. Just try to switch things around. But now is when the switching should take place, not after training has begun.

Making a calendar everyone can agree on will be very hard, but keep at it. Once it is completed it will be well worth the effort.

*Note: We suggest that you cover about two lessons a week. This is the pace that most people going through training like. However, if you wish, you may cover one lesson a week for 10 weeks. If you have teachers who are concentrating only on training (and don't have too many classroom responsibilities), you may cover three lessons a week but more than three lessons a week is almost impossible.

Teacher Contract:

This is the last step in negotiating with the teachers. After the teachers have read the information sheet and the calendar has been filled out, it is time to complete the contract.

Before giving the contract to the teachers to sign, you need to fill it out.

1. Write in what time the teachers will begin to read lessons.
2. Write in what time they will begin to do practicum.
3. Write in what time teachers must be ready to be observed on observation days.
4. Fill in what will be used as a "back-up".

Below is a sample teacher contract. A contract to ditto is located in the appendix.

TEACHER CONTRACT

I, Mattie Richards, agree to:

1. Be ready to begin reading lessons on training days starting at 9:00.
2. Be ready to begin the assigned activity on practicum days at 9:30.
3. Teach in my own classroom on observation days.

   Starting at 9:30 I will have tablework with a large group (4 or more children).

   Then at 10:00 I will work with only 1-3 children at tablework.
4. Take the pre and post tests (results will remain confidential).
5. Notify the trainer as soon as possible:
   a. if I will not be participating in training or practicum that day.
   b. if I will not be teaching in the classroom on an observation day.

From this training I will receive:

1. A manual showing new and effective techniques for teaching both handicapped and nonhandicapped children.
2. The ability to use these techniques.
3. $20.00 depending on how many points I have earned.

* * * *

I agree to participate in teacher training. I have read the previous pages and understand how training will be conducted. In addition, I also understand the point system. If I don't complete what is required for the lesson, quiz, practicum or observation days, then I will not earn the points for the day (the list of requirements for the points is located on the previous page).

I have discussed the training procedures (including the calendar) with the staff at my center and agree that I can be available for training, practicum, and observations.

Mattie Richards Teacher Lola Brown Trainer

Susan Plato Director

In summary, the three steps in negotiating with the teacher are:

1. providing teacher training information
2. filling out the calendar
3. signing the contract

Q-21 What are the three steps to filling out the calendar?

Q-22 Before giving the contract to the teachers to sign, what do you need to fill out?

Q-23 What are the three steps in negotiating with the teacher?

TESTING

Now you have set up business and negotiated with the director and teachers. Assuming everything is all settled, you are ready to start the program. You start by testing.

Pretest and Post Test

The pretest with this program is diagnostic. After the teacher takes the test, you will be able to tell which units of the manual she needs to read and which ones she already knows. It will also give you a number score to compare improvement on the post test.

The post test has the very same questions as the pretest. It is designed to evaluate how much the teacher has learned. The teacher should be able to answer many more questions on the post test than she could on the pretest.

How to give the test:

1. Find a relatively quiet room with table and chairs.
2. Give each teacher a copy of the test.
3. Give instructions.
   a. Tell the teachers to do their best.
      Points will be given just for trying.
      Some teachers can't answer any pretest questions.
      Most teachers can answer all the post test questions.
      Tell them not to worry!

   b. Let them know that this is material that they will be learning.
      You just want to see if they should skip some lessons.

Scoring the test:

Located to the left of every question on the pre/post test is a small box with a number. For example:

2 ☐ 27. How can growth charts be helpful?
2 ☐ 28. What is a behavior profile?

The first number (e.g. 2) refers to the unit from which the question was taken. In the example above, the questions were taken from Unit 2 — Identifying Handicaps.

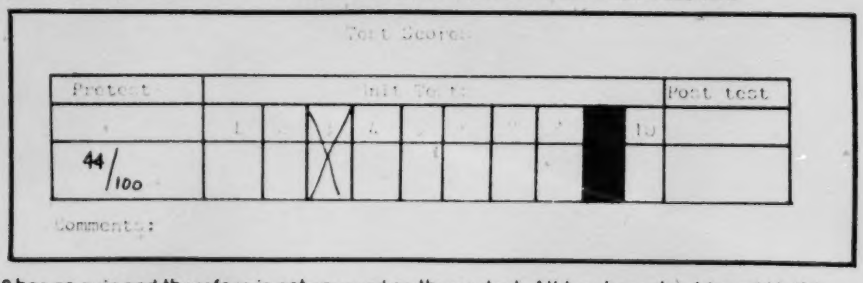
1. Read the answer written by the teacher.
2. Determine whether the answer is **completely** correct.
   If it is completely correct, place a " + " in the box
   If it is partially correct or wrong, place a " — " in the box
3. Add the number of +'s achieved on the test and write this at the top of the first page.

Evaluating the Pretest:

Remember, this is a diagnostic pretest. It should tell you which units the teacher needs to read and which ones she already knows.

1. Start with the first questions on the test from Unit 1. (There will be 4 of them.) If all (100%) of the boxes have a + in them, the teacher may skip the unit. If there is one or more — in the boxes, the teacher may not skip the unit.
2. Repeat this same procedure from the group of questions from unit 2, 3, 4 . . ., etc.
3. After scoring and evaluating the pretest, you must record the scores. At the bottom of the "Point-Summary Sheet" is a "summary of test scores." (see Point Summary Sheet in Appendix)

   a. In the pretest box, write the score earned
   b. Place an x through the lessons that the teacher can skip.
   c. If you have any unusual comments you can write them in the comments section.



Note: Unit 9 has no quiz and therefore is not covered on the pretest. All teachers should read Unit 9.

Skipping a unit:

If a teacher can answer **all** the pretest questions for a certain unit correctly, she can skip reading that unit. This means the teacher gets all the reading points for that unit (lesson and quiz) but doesn't have to read anything more. This is because if the teacher knows the answers to the pretest questions, she probably knows the material covered in the unit. If the teacher would like to read the unit anyway, great! If she doesn't want to read the unit, you can offer the "supplementary readings" to read. At the very end of each unit is a list of readings. These are books, pamphlets, etc., that are very enjoyable to read. The teacher is not tested over the reading and it is purely optional.

Summary:

The pretest and post test are the same test. They are given at different times. The pretest is given before the program is started. The post test is given when the program has been completed. The pretest is diagnostic and pinpoints which units the teacher needs to complete. The post test shows you what the teachers have learned.

The pretest is located in the Appendix with materials to be dittoed. The answers to the pretest are found below.

PRETEST/POST TEST ANSWERS

UNIT

1 1. a. receptive language problem
b. expressive language problem
1 2. it is not known
1 3. to ignore the problem
1 4. any **one**; rubbing eyes, rocking, waving hands in front of eyes
2 5. **words that everyone will understand— report just exactly what you see**
2 6. how words are pronounced
2 7. so you can get extra information regarding any problems you might be concerned about
2 8. Any **two: doesn't take long to use**
doesn't require special materials
fair to children
good picture of what the child is like
show child's strengths and weaknesses
lets you know which child can do the tests and which can't
3 9. It is more likely to happen again. Its rate increases.
3 10. Watch the child to see what he seems to prefer.
3 11. Pair it with something the child values.
3 12. Tell the child why you are reinforcing him.
3 13. every time
3 14. gradually
4 15. counting the number of **times** the behavior occurs
4 16. It is increasing.
4 17. How often the behavior was occurring before you started any procedure. What the rate of the behavior was before you did anything to change it.
4 18. to see if your procedure is really working
5 19. reinforcing small steps that come closer and closer to the target behavior
5 20. to help the child complete at least the first step
5 21. practice
generalization
memory
stimulate conversation
5 22. Generalization means being able to use a skill you have learned in many different places and under different conditions.
6 23. decreases it
6 24. No, if attention wasn't a reinforcer then withholding attention probably won't decrease the behavior
6 25. Extinction decreases the problem, but it doesn't teach appropriate behaviors.
6 26. Not long — 2-3 minutes
6 27. A problem behavior is followed with the loss of a reinforcer, and this results in a decrease in the rate of the behavior.
7 28. using children to teach each other one-to-one
7 29. materials set up in small steps that the child can use by himself
7 30. any **one** of the following:
1. room to move through doors and halls
2. ramps

PRETEST/POST TEST ANSWERS

UNIT

3. sharp edges
4. cupboard for medication
5. storage for equipment

8 31. who
what
when
how well

8 32. any one: sit quietly
sit on mat
sit without disturbing peers
take turns
listen to teacher's cues
respond with group

8 33. square, rectangle, triangle, circle

10 34. to become familiar with the place and the job

10 35. parents and children

10 36. from the start

QUIZZING

After the teacher has read the unit on lesson day, she is given a short quiz. The quizzes are located in the Appendix with the other "to-be-dittoed" materials. The quiz answers are located in the next few pages. The quizzes are ten questions long and take about five minutes to answer. The teachers usually score 100%. If any questions are missed, ask the teacher to look up the answer and correct the quiz. The teachers keep their quizzes after taking them, so they can review. Remember, the teacher gets the full number of points, just for taking the quiz and answering all questions correctly (even if this means that the teacher has to rewrite some answers).

Here are the steps in giving the quiz:

1. Give the quiz to the teachers. (They cannot use notes to answer it.)
2. Correct the quiz. (Either completely correct or wrong — no partial credit.) The answer keys for every unit are located below. The answer keys should not be duplicated; they are for your use.
3. If any questions were answered incorrectly, discuss the answer and ask the teacher to rewrite her answer until it is correct.
4. Write the number correctly answered on the "Summary of Test Scores" sheet. For example:

Test Scores

Pretest	Unit Tests										Post test
	1	2	3	4	5	6	7	8	9	10	
55	9	10	10	10	9	10	10	10		10	

Comments:

Note — Unit 9, Creating Classroom Materials has no quiz. When the teachers get to this unit, give them both the quiz and reading points (5 total points) if they read the unit.

Unit 9 — reading - 5 total points
no reading - 0 points

Q-24 What will the pretest be able to tell you?

Q-25 How are the pretest and post test similar?

Q-26 What instructions should you give the teacher when handing out the pre/post test?

Q-27 What is the box to the left of each pre/post test question for?

Q-28 How do you score a pretest question?

Q-29 What score allows a teacher to skip a unit?

Q-30 If there is 1 "—" in the block of questions for Unit 3, can the teacher skip that unit?

Q-31 What does this summary sheet tell you?

Pretest	Unit Test										Post test
	1	2	3	4	5	6	7	8	9	10	

Q-32 If a teacher is allowed to skip a unit, what happens concerning points? readings?

Q-33 What should you do if the teacher misses a quiz question?

Q-34 How are the quiz questions scored?

Q-35 Here is a part of a sample pretest; tell which units the teacher will be able to skip.

PRETEST

UNIT	SCORE	
1	[ ]	1. What are two kinds of language problems a child may have? receptive language expressive language
1	[ ]	2. What is the cause of autism? it is not known
1	[ ]	3. What is usually the best treatment for a preschool child who stutters? ignore the problem
1	[ ]	4. Give an example of a blindism. rubbing eyes waving hands in front of face rocking
2	[ ]	5. When describing a behavior, what sort of words should you use? words everyone will understand words that exactly what you see
2	[ ]	6. What does "articulation" mean?
2	[ ]	7. Why is it so important to talk to the parents? so you can get optimal information regarding any problems of concern
2	[ ]	8. What are two advantages of using a behavior checklist? doesn't take long to use fair to children

KEY TO THE QUIZZES

Unit 1
QUIZ ANSWERS

1. a. outer or middle ear impairment
   b. inner ear impairments

2. cerebral palsy

3. audiologist

4. a. receptive language problem
   b. expressive language problem

5. it is not known

6. to ignore the problem

7. cleft palate

8. any one: rubbing eyes, rocking, waving hands in front of eyes

9. mild
   moderate
   servere

10. small or mild seizure

Unit 2
QUIZ ANSWERS

1. your social services worker

2. Do any of the children need to be referred to a specialist?

3. He should leave them on.

4. words that everyone will understand — report just exactly what you see

5. appropriate behaviors
   inappropriate behaviors
   deficit behaviors

6. how words are pronounced

7. so you can get extra information regarding any problems you might be concerned about

8. You, your social services worker, and maybe the health coordinator will have a meeting to look at all the information you have gathered. You three will decide which specialist.

9. to see if the suggestions are really helping

10. Any two: doesn't take long to use
    doesn't require special materials
    fair to children
    good picture of what the child is like
    show child's strengths and weaknesses
    lets you know which child can do the tests and which can't

Unit 3
QUIZ ANSWERS

1. It is more likely to happen again. Its rate increases.

2. no

3. Watch the child to see what he seems to prefer.

4. any two: warmth, food, sex, etc.

5. Pair it with something the child values.

6. money

7. A child gets too much of one kind of reinforcer

8. Tell the child why you are reinforcing him

9. every time

10. gradually

Unit 4
QUIZ ANSWERS

1. child's name
   exactly what behavior you are going to watch

2. counting the number of times the behavior occurs

3. Keep them; put them in some sort of file.

4. It is increasing

5. It is decreasing

6. How often the behavior was occurring before you started any procedure. What the rate of the behavior was before you did anything to change it.

7. every time

8. immediately

9. to see if your procedure is really working

10. Sometimes the novelty of the new procedure will make a behavior increase or decrease before your procedure has even begun to affect the behavior.

Unit 5
QUIZ ANSWERS

1. The child can learn each small step at a time until he can do the whole task.

2. so the child will do more and more steps by himself

3. end behavior

4. reinforcing small steps that come closer and closer to the target behavior

5. You may break that step down into smaller steps or give the child physical assistance.

6. to help the child complete at least the first step

7. so that the child will do more and more steps by himself

8. practice
   generalization
   memory
   stimulate conversation

9. Generalization means being able to use a skill you have learned in many different places and under different conditions.

10. Let the child be successful on each step and immediately reinforce him for each step he achieves.

Unit 6
QUIZ ANSWERS

1. decreases it

2. No, if attention wasn't a reinforcer then withholding attention probably won't decrease the behavior.

3. with behaviors that must be stopped right away

4. It may increase the rate.

5. differential reinforcement of other behavior — Problem behavior is decreased with extinction and at the same time behaviors other than the problem are reinforced.

6. Extinction decreases the problem, but it doesn't teach appropriate behaviors.

7. The child may do things just to get into time out. Time out might be reinforcing.

8. Not long — 2-3 minutes

9. Ask for help from a psychologist or special education teacher.

10. A problem behavior is followed with the loss of a reinforcer, and this results in a decrease in the rate of the behavior.

Unit 7
QUIZ ANSWERS

1. differential responding

2. The teacher should move around the room from table to table.

3. The teacher can then be free to supervise the rest of the room.

4. Overcrowding will make the activity less fun.

5. Adults are assigned to areas of the room rather than to groups of children.

6. using children to teach each other one-to-one

7. materials set up in small steps that the child can use by himself

8. They might be in therapy, in another special class, or even at home.

9. any **two** of this list:
   1. housekeeping corner
   2. block building
   3. reading corner
   4. painting area
   5. water play

10. any **one** of the following:
    1. room to move through doors and halls
    2. ramps
    3. sharp edges
    4. cupboard for medication
    5. storage for equipment

Unit 8
QUIZ ANSWERS

1. assessment

2. teacher's records, checklists, and behavior profiles

3. objective

4. who
   what
   when
   how well

5. small steps or short term goals

6. any one:
   sit quietly
   sit on mat
   sit without disturbing peers
   take turns
   listen to teacher's cues
   respond with group

7. yes

8. square, rectangle, triangle, circle

9. gross motor skills

10. fine motor skills

Unit 10
QUIZ ANSWERS

1. Have a list of children's names ready for the aide.
2. to become familiar with the place and the job
3. easy but useful jobs
4. parents and children
5. gradually
6. praise the aide
7. show or demonstrate
8. from the start
9. the whole family
10. yes — very interested

GIVING THE LESSONS

Here are the steps to follow on lesson day:

1. Give out materials (if there are any to be distributed).
2. Ask teachers to read the assigned unit in their manual.
3. When teachers are through reading, answer any questions.
4. Give test.
5. Give points.

These steps are discussed below:

1. Giving out materials:

Some lessons will require clipboards, special dittos, etc. Get these together before the lesson starts.

2. Reading assigned materials:

Tell the teachers to take as long as they want. It usually takes about 1 1/2 hours. If a teacher is going to skip this unit, ask if she would like to read the supplementary material.

3. Answer questions:

If you have read the unit, you can probably answer any questions the teachers may have. At this point, you may want to start a brief discussion about the material.

4. Give the quiz:

This has been discussed in the previous section under "quizzing."

5. Give points:

If the teacher has read the lesson and taken the quiz, she deserves full credit. Fill out the "point report sheet" with the number of points earned that day. Also, fill our the "point summary sheet" with the number of points earned that day and the running total. If you have any questions, refer to the section on "points."

PRACTICUM

Every unit has a practicum. This lets the teacher practice what she has learned from the reading. The practicum section is located at the end of every unit.

It is your job to:
1. Bring special equipment.
2. Give instructions about the practicum to the teachers.
3. Provide feedback to the teachers.
4. Provide assistance to the teachers.
5. Review any completed assignments.
6. Give points (use point report slip and fill out point summary sheet for your records).

Note: The practicum can be done in the teacher's own classroom or in a special education classroom. Teachers really seem to enjoy doing the practicum in a special education classroom, but there are advantages to staying at home.

Advantages of using the special education classroom
1. Teachers may be more objective, because they are working with new children.
2. Teachers may learn first-hand about a variety of handicapping conditions.
3. Teachers may observe first-hand how handicapped children function in the classroom.

Advantages of using the teacher's own classroom.
1. Teachers do not have to travel.
2. Teachers are on their own familiar ground.
3. Teachers may apply what they learn in practicum to the same children during the rest of the week.

It is up to the trainer and director to decide where the practicum will be. Remember that if you use a special education classroom you must work closely with the special education teacher so that everyone understands exactly what will be happening.

Practicum Activities

Unit 1

The function of this practicum is to expose teachers to a classroom setting that is designed to serve handicapped children. Teachers may observe in a special education classroom or watch a film made about a classroom for handicapped children. If neither of these observations is possible, teachers should observe another Head Start classroom. Observing outside their own classroom will allow teachers to be more objective and will provide a non-threatening introduction to the practicums.

Materials:

Practicum Observation Sheet

Unit 2

At this time each teacher should select **one** exceptional child to work with for the remainder of training. The trainer should assist in choosing a child who has some disability or educational problem that warrants special classroom work. Still, this child should not be a child whose problem is so difficult that the teacher being trained may become discouraged. It is permissible for teachers to change children during the course of training if they so desire.

During Unit 2 Practicum the teachers should complete two assessment tools on the project child selected:

1. behavior profile
2. one behavioral checklist

Materials:

Behavior Profile
Learning Accomplishment Profile — Smithfield Revision
Teacher Observation Form

Unit 3

While observing in another classroom, teachers should complete the "Identifying Reinforcers" observation sheet. The teachers should focus on probable reinforcers for the project child each selected in Unit 2. The trainer should review completed sheets and provide feedback as to appropriateness of their observations.

Materials:

Identifying Reinforcers Sheet

Unit 4

While observing in the classroom, teachers should complete the "Recording Behaviors and Consequences Sheet." You should assist each teacher in choosing two child behaviors to define and observe. Insist that the behavior definitions be written in clear objective wording. Help teachers identify and record the consequences that follow each behavior they observe. Following observations, discuss the implications of consequences. "Did it look like some of these consequences would reinforce the behavior?" etc.

Materials:

Recording Behaviors and Consequences.

Unit 5

You should assist the teachers in completing the "Designing Learning Activities" sheet. This will be their basic outline for the tutoring procedures they use for the rest of training.

This sheet asks for general information about child behaviors that may need tutoring and about possible reinforcers for the child. Help the teachers use this information to specify the exact tutoring procedure they will use in Unit 7.

Materials:

Designing Learning Activities Sheet

Unit 6

Teachers will have two tasks to complete for this unit. The first is to write up a concise version of their tutoring procedures on the "Observation Sheet." Next, teachers should work one-to-one with their project child to obtain a baseline. During baseline, teachers present the task as they have planned and count the behavior they are observing — but do **not** present contingent reinforcers. They may reinforce the child for going through the session with them (play a game after tutoring, etc.), but should not be trying to increase the target behavior yet. (The **full** tutoring procedures will be used in Units 7, 8, and 10.) After recording baseline, the teachers should label their graphs and record today's data.

Materials:

Observation Sheet
Data Sheet
Graph

Unit 7

Each teacher should complete a tutoring session one-to-one with his/her project child. The tutoring session should follow the procedures the teachers described in the Unit 6 practicum. The teachers should record the observed behaviors and graph their frequencies following the tutoring session.

While the teachers are tutoring, the trainer should monitor the one-to-one tutoring session. A monitoring sheet is located with this unit in each teacher manual. The trainer should check the appropriate comments and write-in extra comments.

If the teachers are doing the practicums for Unit 7 and Unit 8 together, the trainer may decide whether to have the teachers complete one or two tutoring sessions today.

Materials:

Monitoring Sheet
Data Sheet
Graph (Unit 6)

Unit 8

Teachers have two writing assignments and a tutoring assignment for this practicum.

NOTE: If the teachers are completing Units 7 and 8 together, they may do either one or two tutoring sessions. One of these sessions should be monitored by the trainer, using the monitoring sheet in Unit 7.

Teachers should complete the "Writing Objectives" sheet on their project child and the "Group Activity" sheet aimed at children in the practicum classroom. The trainer should review both writing assignments for appropriateness. Teachers should be warned that they will be asked to implement the group activity they described, in the next practicum. This means that teachers will be responsible for making sure the materials they need are at hand and that the acitivity is acceptable to the classroom teacher.

Materials:

Writing Objectives Sheet
Group Activity Sheet
Data Sheet

Unit 9

This should be an interesting practicum for the teachers and a busy one for the trainer. The trainer should accumulate the raw materials needed for teachers to construct the learning materials described in Unit 9.

In addition, the trainer can enhance the practicum by obtaining other home-made or commercial materials to display. Discussion should revolve around how these materials could be used most effectively with handicapped children in the teachers' classrooms.

The teachers should also implement the group activity designed in Unit 8. This group work should be monitored by the trainer, using the monitoring sheet found in Unit 9 of each teacher's manual. Group work can be very short; ten to fifteen minutes is sufficient.

Materials:

Raw materials for making learning aids
Group Work Monitoring Sheet
Optional: Commercial learning materials for display

Unit 10

This is the teachers' last time for one-to-one tutoring. Tutoring should continue as in Unit 8.

Because this is the end of the training course, teachers should be given the course evaluation to complete. Encourage teachers to be as honest as possible in answering each item because this information will help in making changes in future training.

The course evaluation is found among materials to be dittoed at the back of the trainer manual. Give each teacher a copy with a stamped envelope addressed to your supervisor. This should encourage teachers to feel free to "speak up" about training procedures and methods. Your supervisor should pass on the information to you after his/her review of it.

Materials:

Data Sheet
Graph
Course Evaluation

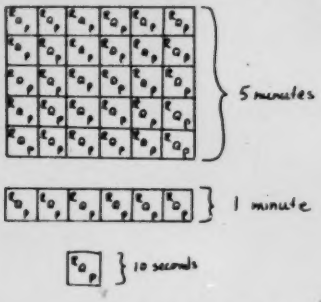
OBSERVATIONS

Once a week on observation day you and/or a helper will go into the teacher's classroom to watch the teacher teach. This is the most important part of the program. It gives you a chance to see if the teachers are learning anything from just reading the units. In addition, it lets you give the teachers feedback on their teaching. It has been found that this feedback is very important in helping teachers improve their teaching skills. The steps to observing are:

1. Observe, using the observation sheet.
2. Calculate and evaluate the data.
3. Provide feedback.
4. Graph.

Directions for Using the Observation Sheet

The observation sheet is broken into two halves — the right side for observing the teacher while working with a group of children (4 or more children) and the left side for observing the teacher working in a one-to-one or small group setting (three or fewer children). Each half is then broken into four blocks of small boxes. Each of the four blocks of boxes is intended for a five minute observation period. Each horizontal row of six boxes in the block represents a one minute period. Each small box is for 10 seconds of observing time.



Each small box contains three code letters: R,Q, and P. "R" stands for (reinforcement) **praise statements** given by the teacher, "Q" stands for **questions** asked by the teacher, and "P" stands for **prompts** given by the teacher.

The exact definitions for these teacher behaviors are given later. When you record any of these behaviors, you should be very careful to record **only** behaviors that meet the exact definitions that are given.

The observer should be equipped with an observation sheet mounted on a clipboard, a dark printing pen or pencil, and a handy stop watch. When observing in the classroom, the observer should try to be somewhat out of the action (so that the children do not notice), but within good viewing and hearing distance of the teacher. The observer should then try to become part of the wallpaper and avoid interacting with the children. Usually children will leave an observer alone if they are simply told: "I am working now. I can talk to you after I am finished." Children and teachers will become used to the observer after a couple of visits.

At the beginning of the recording session the observer should write the teacher's name and the date at the top of the sheet. Then the stop watch should be started. Recording begins with the first small box of the top row of the first block of boxes. This small box looks like: [ ]. The observer should begin with the pen poised over that box and watch the teacher for 10 seconds. If any praise statement (one or many) is observed, the recorder should put a slash mark through "R": [/]. If any question is observed (or any number of questions), a slash mark should be placed through "Q": [/]. Likewise, if any prompt is observed, a slash is made through the "P". A combination of two or three behaviors can occur within the ten second interval. In this case put two or three slashes in the box. [/ /] [/ / /] If none of these three behaviors is observed during the ten seconds allowed for that box, the observer might want to leave a small dot in the corner of the box to show that the box has been used and not forgotten — then move on to the next small box: [.] The observer should use each box for only ten seconds of observation and then move on to the next box — this means that six boxes (one row of boxes) will be completed in one minute. An efficient pace for observation is to cover one block of boxes (five minutes of recording) and then to pause for a short rest before beginning the next block of boxes.

Each teacher should be observed in the two situations (one-to-one and group) for about twenty minutes each. If a teacher must discontinue the activity before the twenty minutes is over (for example, in case of a fire drill), the observer should stop the clock and start it again when the activity begins again. If the activity is continuing but the teacher leaves the room or the area, the observer should continue recording as if the

teacher were present. Even though this results in a number of empty boxes, it is good feedback to the teacher that absence from the children greatly cuts down the total amount of interaction.

Behavioral definitions:

Remember, you must only observe the teacher during tablework. Here is a definition of tablework:

Tablework is any pre-academic, academic, or art project usually done while seated. During tablework the teacher must be working with the children, not just sitting back and watching. Examples: coloring, putting puzzles together, working with educational materials, writing numbers, letters, or fingerpainting. Examples that are **not** tablework: free play, reading a book, building a block tower, etc.

The following are the exact behavioral definitions that should be used in recording. These behaviors were identified as key interaction skills necessary to providing a good balance for motivating children, providing assistance where needed, and setting the occasion for children to respond.

"R" — praise statements (reinforcement)

Teacher initiates praise statements or exclamations directed at a child or children. Examples included are: "Fine," "Good job," "Wow!," and "Thank you." Do **not** include: "OK," "all right," "Uhuh."

"Q" — questions (priming a child to respond)

The teacher directs a question (with an answer expected) toward a child or children which is relevant to the activity, materials, general school activities, or child's academic knowledge. Examples included are: "What color is this?", "Is this a circle?", "Do you want the large or the small one?". Do **not** include: "Isn't this great!?," "Are you having fun?", or questions that don't require an answer.

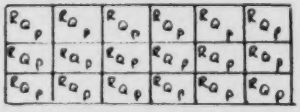
"P" — prompting

The teacher assists by physically taking a child through some or all components of a behavior. Example: holding a child's hand while he writes his name. Or, the teacher provides a model or component model for the child (either physical or vocal). Example: teacher demonstrates how to dip a paint brush, or teacher says, "Say, 'Yellow'."

Note:

If the teacher is being observed and does something that is not tablework, tell her so. She may be doing it on purpose, or she may not realize that what she is doing isn't tablework. Give her a chance to correct her error.

Q-36 How many minutes are represented by these blocks?



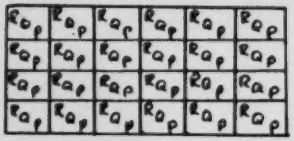
Q-37 What does R stand for? P? Q?

Q-38 What three things should an observer have when going to make an observation?

Q-39 Where should the observer sit?

Q-40 If a child comes up and starts to talk to the observer, what should be said?

Q-41 Circle which box the observer should start with?



Q-42 If the observer sees the teacher use a praise statement, how should this box be marked?

Q-43 If the teacher didn't praise, prompt, or question, how should this box be marked?

Q-44 What is the most efficient pace for an observer?

Q-45 What are the two situations in which the teacher should be observed?

Q-46 In what situation should the observer turn off the stop watch?

Q-47 If the teacher leaves the room, what should the observer do?

Q-48 Write the exact definition of "R."

Q-49 Write the exact definition of "Q."

Q-50 Write the exact definition of "P."

Q-51 What is the definition of tablework?

Q-52 What is an example of tablework?

Q-53 What is not an example of tablework?

How to Observe

Observing:

Observing takes a lot of practice. Accurate observing is a very difficult skill to acquire. Anyone can do a wishy-washy job, but you are working with teaching skills and your accurate observations are very important. First, practice observing by yourself. It will be hard to remember all three definitions at once so you will have to practice and practice. Why not practice observing only one behavior at a time? Watch only "praising" for 1/2 hour. Then watch questions, then prompts. When you feel like you have a good handle on the three separately, try watching two behaviors at once. Finally, watch all three at once. When you have mastered three at once, you are ready to test yourself.

Have someone else learn to use the code, too. Make sure they learn it as well as you have. Then both of you observe at the same time. Start your stopwatches at the same time and observe the same teacher for five minutes. Now, compare your observation sheets. They should be very similar. If they aren't try to figure out what you counted that your helper did not or vise-versa. It may take quite a while to figure out what went wrong. In addition, it will take a lot of practice for you and your helper to get very similar observation sheets, but the time is well spent. When you two can agree, you can be sure you are on your way to becoming a good observer.

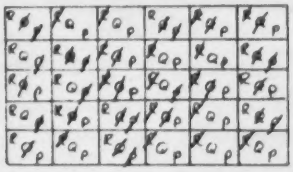
Calculating and evaluating:

Calculate each behavior separately. In addition, calculate each side (one-to-one and group) separately. Start with the "R's":

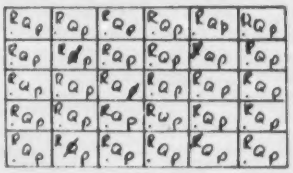
1. Count the number of boxes (intervals) with "R's" marked.
2. Find percentages.
   a. You can do this by dividing 48 by 120 (total number of intervals observed). $\frac{48}{120} = 40\%$
   b. Or you can simply refer to the following table of percentages. Look up a score of 48 and you will see a corresponding percentage of 40%. All the dividing has been done for you.
3. Repeat this for "P" and "Q".

The data sheet can be evaluated quickly at a glance. At least one mark in each box is desirable. For example:

This teacher was doing very well. She has a mark in every box.



This teacher was not interacting very often. She needs improvement.

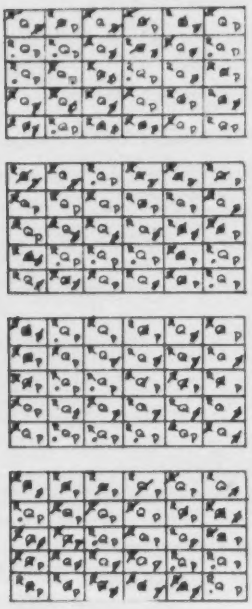


But this is a rough measure, so using the percentages is the best method.

Ideally, **each** behavior (R,Q,P) should be occurring 33% of the time. This minimum criteria was set after careful observation of teachers who were identified as "very good" teachers by teacher trainers and supervising staff, and on the basis of the progress made by their children. This frequency of praising, prompting and asking questions provides a healthy balance of teacher interaction that is easy for teachers to maintain. A teacher can continue teaching naturally and smoothly while improving the teacher-child relationship.

The following is a sample of a completed data sheet. See if you can calculate the percentages for R, P, and Q for both the one-to-one and group sections. Write your calculations in the space provided following the data sheet, then compare them to the answers given.

ONE-TO-ONE

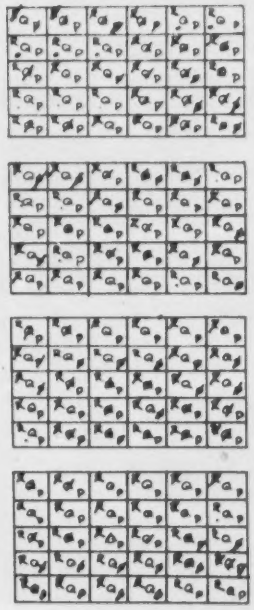


	Score	Percentage
R	____	____
Q	____	____
P	____	____

ANSWER:

R	64	53
Q	52	43
P	46	38

GROUP



	Score	Percentage
R	____	____
Q	____	____
P	____	____

R	77	64
Q	48	40
P	42	35

TABLE OF PERCENTAGES (based on 120 interval)

Score	%	Score	%	Score	%
2	2	42	35	82	68
4	3	44	37	84	70
6	5	46	38	86	72
8	7	48	40	88	73
10	8	50	42	90	75
12	10	52	43	92	77
14	12	54	45	94	78
16	13	56	47	96	80
18	15	58	48	98	82
20	17	60	50	100	83
22	18	62	52	102	85
24	20	64	53	104	87
26	22	66	55	106	88
28	23	68	57	108	90
30	25	70	58	110	92
32	27	72	60	112	93
34	28	74	62	114	95
36	30	76	63	116	97
38	32	78	65	118	98
40	33	80	67	120	100

PROVIDING FEEDBACK

After you have observed the teacher, calculated and evaluated the data, it is time to give feedback. You will start giving feedback during week two of training. At this time the teacher will have finished units three and four and will have already learned about reinforcement and how to praise. During week two, give feedback on praising. You should still count the other behaviors, just don't give feedback yet. During week four, give feedback on all three behaviors. Here is the schedule:

Week	Lessons	Give feedback on:
1	1 & 2	nothing
2	3 & 4	praise
3	5 & 6	praise, prompt
4	7 & 8	praise, prompt, questions
5	9 & 10	praise, prompt, questions

Happy Helpful Hints (HHH)

To give feedback, you will use the "Happy Helpful Hints" sheet. This sheet is located with the rest of the material to be diffoed. The following shows you how to fill it out.

1. Write the teachers name and date.
2. **"While observing in your classroom, I noted that you . . ."**
   Here is where you write in the % of time that each of the teacher behaviors occurred (take an average of large and small group percentages). For example,
   praised 10% of the time (weeks 2-5)
   prompted 5% of the time (weeks 3-5)
   asked questions 15% of the time (weeks 4-5)

3. **"I also informally watched you . . ."**
   Here is where you write something nice. Sometimes feedback can be a little aversive if someone is not used to it. Most of the teachers appreciate the feedback, but at first it's a little hard. Pick out something you saw that was nice. Really work at finding something. Here are a few examples:
   "You averted a fight between Joe and Sam nicely."
   "You really have a nice technique for teaching the children to skip."
   "You have a nice sincere attitude when you praise."
   "You reinforced working quietly during mat time."
   "You made some beautiful alphabet cards for the classroom."

4. **"I believe your children could learn at a much faster rate and be even happier if you . . ."**
   Here is where you give advice to improve teaching.

   Describe which behaviors need increasing:
   It is most desirable to get all three behaviors up to 33%. If the rates of behavior you have observed are lower than 33%, ask the teachers to try to get their rate up higher. If it is higher than 33%, praise the teacher and ask her to keep up the good work. For example:
   "Try to praise more often."
   "Keep up the good work on prompts; you're doing fine."
   "Ask a few more questions."
   It has been found that if you ask teachers to praise more often, prompt a few more times, etc., they will increase their rate.

   Give helpful examples:
   This is where you give the teachers helpful hints on how to improve other behaviors. If a teacher needs to increase her rate of praising, give her some hints on how to do it. For example,
   "When Joy isn't hitting someone why not praise her?"
   "When Sheila is talking with a child, go up and tell her how much you like it."
   If a teacher needs to increase her rate of prompting, here are some possible hints to give:
   "Why not prompt Bobby to say words correctly?"
   "Use a prompt to teach Tracy how to write her name."
   If the teacher needs to ask more questions, here are some possible suggestions:
   "Why not ask Janine to name all the colors she is wearing everyday?"
   "Start asking the children what their phone numbers are once a week."

So, when filling out HHH be sure to:
1. write in the % of each behavior observed.
2. write something nice that you observed.
3. tell which behaviors need increasing and reinforce behaviors that are 33% or higher.
4. give examples of ways to increase the behavior that needs to be increased.

The following page is a completed HHH sheet.

HAPPY HELPFUL HINTS

Teacher: Johnnie Date: 4-29

While observing in your classroom, I noted that you:

praised about 36% of the time (great!)
prompted about 8% of the time (needs work)
asked questions about 26% of the time (pretty good)

I also informally watched you teaching half & whole with the puzzles - that looked like a very nice activity.

I believe your children could learn at a much faster rate and be even happier if you keep up the praising - this is very good! Keep up the questions - this is just about right. Try to give more prompts. The kids will pick up on physical help (moving their hands) and verbal help (sounding out a word) rather than just spoken directions.

Betty Trainer

- -

Please tear off and return to trainer.

I felt this feedback was:

- ☐ very helpful and informative
- ☐ just "so-so", didn't make much difference
- ☐ terrible, didn't tell me anything

I felt the trainer was:

- ☐ very pleasant & positive
- ☐ o.k.
- ☐ unfriendly and not understanding

If there is more to tell us, please write it on the back.

Teacher feedback to you:

You should also be interested in improving yourself. You may think you are just great, but the teachers may think you are a little hostile. Or you may be great and you should really know it!

There is a form at the bottom of HHH for the teachers comments. When you hand them the feedback, ask them to fill out the bottom and return it to you.

Please tear off and return to trainer.

I felt this feedback was:

- ☐ very helpful and informative
- ☐ just "so-so", didn't make much difference
- ☐ terrible, didn't tell me anything

I felt the trainer was:

- ☐ very pleasant & positive
- ☐ o.k.
- ☐ unfriendly and not understanding

If there is more to tell me, please write it on back.

When you get the form back, try to use the feedback. If they loved you — fantastic! — feel good all day. If they want you to improve try to work on it.

Point Report Slip:

Remember to give the teacher the points she has earned. If she worked for 1/2 hour with a large group and 1/2 hour with a small group on tablework, she gets all the points.

Feedback reminder:

Before you begin observing on week three, give the teachers a reminder of how they did the week before. Here is a sample:

Remember, last time we observed, you:

Praised 36% of the time,

Prompted 8% of the time,

asked questions 26% of the time,

Try to get up to/stay at or above 33% of the time (once every 30 seconds) for all behaviors.

Just fill in the percentages that you recorded last time you observed. Give the teachers this reminder starting with week three and every week thereafter before you go in to observe.

Q-54 When is the first week you begin giving feedback? Which behavior do you work on?

Q-55 During week three which behaviors do you work on?

Q-56 Which sheet do you use?

Q-57 On the HHH sheet, what do you write in the section labeled "While observing in your classroom, I noted you . . ."

Q-58 On the HHH, what section is for writing someting nice?

Q-59 What two things do you write in the section labeled "We believe your children could learn at a much faster rate . . ."?

Q-60 After you hand the feedback to the teacher, what should you do?

Q-61 Before observing on week three and every observation day thereafter, what should you give the teacher?

GRAPHING

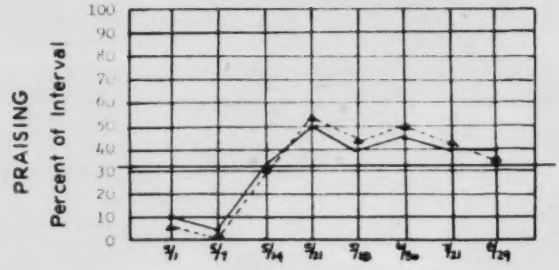
At the end of observation day you must do your graphing. Use a triangle, with a broken line to connect the triangles, for the large group observations (▲-- --▲). Use a circle with a solid line for small group observations (●——●). If the line is rising above the 33% mark, the teacher is doing a good job.

The graphing sheet is located with the rest of the materials to be dittoed and is self-explanatory. Remember that graphing is also reviewed in one of the teacher units if you need to brush up.

▲----▲ large group

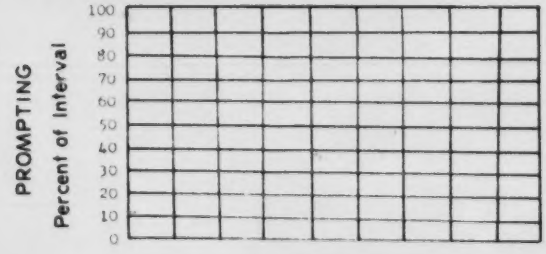
●——● small group

Here is a sample completed graph for praising. On the graphing sheet, all three behaviors are put on the same page.



Q-62 Graph these data obtained for prompting.

Date	% during large group	% during small group
4/2	0	0
4/9	5	0
4/16	25	20
4/23	25	40
5/18	40	40
6/29	45	40
7/25	40	45



NOTE:

You may be having one big question right now. Why did they pick praising, prompting, and questions to observe? During the development of this manual many different behaviors were observed. Many of the behaviors chosen were too difficult to define, others just didn't occur frequently enough, others didn't seem to have much effect on teaching. The three behaviors chosen are the result of hundreds of hours of observation.

The authors believe the three behaviors chosen are most important and are the easiest to define and measure. If you are really uncomfortable with these behaviors, pick others that you feel are valuable and write observation definitions for them.

CLEANING UP

Can you believe it? You are finally done! Here's what you do to tie up the loose ends.

Give the post test:
Use the same procedure as you did for the pretest. Make sure you show the teachers how much their score has improved from the pretest.

Course Evaluation:
This is located with the rest of the materials to be dittoed. Ask the teachers to give their honest opinion. This evaluation should **not** be returned to you. Give the teachers an envelope addressed to your director. Notify the director that the evaluations will be arriving in the mail soon.

You should ask the director for a copy **after** you write your progress report for each teacher.

Use the feedback provided by the teachers to improve your technique. In addition, if the teachers didn't like some part of the program, change it before you train more teachers. Consider this feedback as very valuable; it can really improve your program.

1. Give evaluation to teachers.
2. Have teachers send evaluation to director.
3. Get the evaluation from director.
4. Make changes in program according to suggestions from evaluation.

Progress Report to Director:
Write a letter to the director of the program. In this letter include:
1. Name of teachers trained
2. Pre and post test scores
3. Amount of improvement in rate of praising, prompting, asking questions
4. Your subjective impression of improvement
5. Level of cooperation from each teacher

Point Exchange:
Add up the points earned by each teacher; make sure you don't make any mistakes. The teachers will probably be keeping their own record of points earned. If you give them fewer total points than they earned, there will be a lot of complaining. This is why you should keep your point summary sheet very accurate and up to date.

Exchange the points for back-ups according to the point-exchange table.

Show graphs:
The teachers really like to see the graphs you have kept on them. After completing the program, the teachers know how to create and read graphs. They will be able to appreciate the graphs you have been keeping. Xerox the graphs so you can keep the original to plot follow-up data on.

Follow-up data:
The fifth week is the last week you will be observing your teachers on observation day, but it is really interesting to see how long the teachers can maintain their new improved teaching skills.

About one month after training has ended, make an appointment with the teachers to observe them again. Give them feedback as you used to. Try to make three follow-up observations about one month apart. Of course, you are free to make as many as you would like. You might ask the teachers if they would like to be observed once every month for the rest of the year.

Here is a checklist to make sure you don't forget anything when you clean up.

- ☐ Post test
- ☐ Course Evaluation
- ☐ Progress report to director
- ☐ Point exchange
- ☐ Show graphs
- ☐ Follow-up data

Q-63 After the teachers have filled out the course evaluation, where should it be sent?

Q-64 What should you do with the information from the course evaluation?

Q-65 What should be included in the progress report to the director?

Q-66 How many follow-up observations should you make?

Summary

It is hoped that you will enjoy using this program. It seems like a lot of work but this organization will actually make your job easier. Your teachers will be getting a lot of valuable information in a short time. The nice part is that it is quite painless to use. Enjoy your work, and thank you for choosing the EFFECTIVE APPROACHES model.

STUDY QUESTIONS

ANSWER KEY

1. Read the lesson
   Take the quiz

2. three points

3. two points

4. complete the required activity
   turn in any written work

5. three points

6. work with a large group of children on TABLEWORK for 1/2 hour
   work with a small group of children on TABLEWORK for 1/2 hour

7. four points

8. no, just so long as she tries

9. five points

10. if a teacher misses reading a lesson and taking a quiz

11. read the lesson in her spare time

12. 4.5, 4, none

13. so the teacher won't read the lessons too quickly

14. the point report slip

15. fill it out at the end of each training day

16. a "back up" is what the teacher can exchange points for

17. at home

18. so the teacher can devote all her attention to practicum

19. money

20. get the contract signed

21. Fill in the date for each day in the square of each box. Write in what day of the week you will be doing the lesson, practicum, observation, pretest and post test. Fill in the number of points that can be earned for each activity.

22. what time the teachers will begin to read the lessons
    what time the teachers will begin to do practicum
    what time the teachers must be ready to be observed on observation day

23. providing teacher training information
    filling out calendar
    signing the contract

24. which units the teacher needs to read and which ones she already knows

25. they are the very same test

26. tell her to do the best she can and not to worry

27. it is used to place the + or — in when correcting the question

28. + for completely correct
— for partially correct or wrong

29. 100% of all pretest questions for that unit completely correct. All + 's.

30. no

31. the teacher can skip units 2, 6, 10

32. she gets all the points possible
she can read the supplementary if she wants

33. ask her to look up the answer and correct it

34. either completely correct or wrong, no partial credit

35. The teacher may skip Unit 1 but must complete Unit 2 because she missed Question 6.

36. three minutes

37. praise, prompting, questions

38. observation sheet on a clipboard
a dark pen
stop watch

39. somewhat out of the action, but within good viewing and hearing distance.

40. I am working now; I can talk to you after I am finished.

41. the top lefthand box

42.

43.

44. observe for five minutes then rest

45. large group tablework
small group tablework

46. if the teacher must discontinue activity (e.g. fire drill)

47. keep on observing as if the teacher were present

48

49. refer to behavioral definitions section

50.

51. any preacademic, academic, or art project usually done while seated. Teacher must be working with the children, not just sitting back and watching.

52. coloring, putting puzzles together, etc.

53. going for a walk, singing, free play, etc.

54. week two

55. all three: praise, prompt, questions

56. HHH

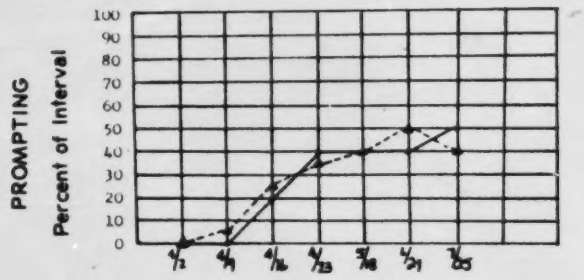
57. you write the % of time that each teacher behavior occurred

58. the section starting with "We also informally watched you . . ."

59. describe which behaviors need increasing
    give helpful examples
60. remind the teacher to fill in her evaluation of you.

61. the feedback reminder sheet

62.



63. to the director

64. use to revise the program

65. name of teachers trained
    pre and post test scores
    amount of improvements
    your subjective opinion
    level of cooperation

66. at least three, more if you like

Appendix

Material to be dittoed

title of page	Number of copies to be dittoed for each teacher
pretest-posttest (4 pages)	2
director contract	1
teacher training information (4 pages)	1
calendar	1
teacher contract	1
10 quizzes	1
point report slip	4
observation sheet	12
happy helpful hints	10
feedback reminder	3
point summary sheet	1
teacher graph	1
course evaluation (3 pages)	1

PRETEST/POSTTEST

UNIT	SCORE	
1	☐	1. What are two kinds of <u>language</u> problems a child may have?
1	☐	2. What is the cause of autism?
1	☐	3. What is usually the best treatment for a preschool child who stutters?
1	☐	4. Give an example of a blindism.
2	☐	5. When describing a behavior, what sort of words should you use?
2	☐	6. What does "articulation" mean?
2	☐	7. Why is it so important to talk to the parents?
2	☐	8. What are two advantages of using a behavior checklist?
3	☐	9. What happens to the behavior that is reinforced?

UNIT	SCORE	
3	☐	10. What is a simple way to decide what may be a good reinforcer for a child?
3	☐	11. What can you do to make praise <u>more</u> reinforcing?
3	☐	12. How can you make a reinforcer specific?
3	☐	13. How often should you reinforce a behavior <u>at first</u>?
3	☐	14. How fast should you reduce the number of your reinforcers?
4	☐	15. What is frequency recording?
4	☐	16. If the line on your graph is going uphill, what does that mean?
4	☐	17. What does a baseline tell you?
4	☐	18. Why would you use a return to baseline check?

UNIT	SCORE	
5	☐	19. What is shaping?
5	☐	20. Why would you use a prompt?
5	☐	21. Name three of the four ways questions can help a child learn.
5	☐	22. What does generalization mean?
6	☐	23. What does extinction do to the rate of behavior?
6	☐	24. Will ignoring behavior always decrease the rate? Why or why not?
6	☐	25. Why is the D.R.O. procedure better than just extinction alone?
6	☐	26. How long should time out last?
6	☐	27. What is response cost?

UNIT	SCORE	
7	☐	28. What is peer tutoring?
7	☐	29. What are programmed materials?
7	☐	30. Name one space problem a handicapped child might have.
8	☐	31. What four questions are answered in a good objective?
8	☐	32. Name one behavior a child needs in a large group.
8	☐	33. What shapes should a preschooler know?
10	☐	34. In general, what are the aide's first day or two for?
10	☐	35. Who should the aide <u>not</u> see alone the first few days?
10	☐	36. When do you start correcting the aide?

DIRECTOR'S CONTRACT

I agree to:

1. Allow the teachers to be trained on lesson and practicum days.
2. Arrange for _____ substitute teacher(s) to be in each classroom on lesson days.
3. Arrange for _____ substitute teacher(s) to be in each classroom on practicum days.
4. Allow an observer to be in each classroom on observation days.
5. Notify the trainer if the center is closed for an emergency.
6. Provide "back-ups" for point exchange.

From this training my teachers will acquire the skills to work with handicapped children in a regular Head Start classroom.

Center Director _____

Trainer _____

Date _____

TEACHER TRAINING INFORMATION

Attached you will find a calendar of the future training schedule and a copy of the contract. Please discuss the contract and calendar with the rest of the staff to be sure it fits in with the center's schedule. It is very difficult to change this schedule once the contract has been signed, so make sure the schedule is okay before you sign the contract.

The following will give you an idea of how training will take place:

Lesson: this involves reading a short unit and answering a few questions about the readings using the book. In addition, there will be time for discussing any questions about the readings.

Quiz: A short test designed to see how much you have learned from reading the manuals. These scores are confidential. In order to get the credit for the quiz, all you have to do is take it. You don't have to make any certain score.

Practicum: You will be given activities related to the lessons you studied that week. All activities will be supervised by the trainer.

Observation: Trainer(s) will come to watch you teach in your classroom on a regular class day. Afterwards, the trainer will talk to you about what was observed (things you did well and things you should try to improve).

It is very important that the trainer watch you at table work. This means that on days marked "Observation" you must schedule one hour of tablework in the classroom. This should include a half hour of tablework with 1-3 children and a half hour of tablework with a larger group (e.g. whole class).

Point System

Next to every activity on the calendar is the number of points you can earn. For example:

Lesson 1:	3
Lesson 2:	3
Quiz 1:	2
Quiz 2:	2

This means you can earn 3 points for completing lesson 1, etc. You could earn a total of 10 points on this sample calendar day.

If you complete the entire training package you can earn a total of 105 points. The points are exchangeable for _____ at the end of training.

Points	Exchangeable for
100-105	_____
95-99	_____
89-94	_____
88 & below	_____

How to earn the points

Lesson: On training day, in order to earn the full amount of points for the quiz, you must:

1. Take the quiz and get 9 out of 10 correct. If you don't get 9 out of 10, then you must keep on retaking it until you do. The trainer will tell you what you got wrong on the quiz and what the answer should be. You can take the test as many times as you want. When you finally get 90%, you will get the full two points.

   Note: Most people get 100% the first time they take it.

Practicum: On practicum days in order to earn the total number of points possible, you must:

1. Complete the required activity listed in the back of the unit.
2. Turn in any data sheets, checklists, etc. that may be part of the activity.

Each practicum is worth three points, but it must be totally completed to earn all the points. Again, it is all or nothing.

Note: The trainer will be helping you complete the activity, so you won't be pushed out all on your own.

Observation: Tablework is any pre-academic, academic or art project usually done while seated. Examples: coloring, putting puzzles together, working with educational materials, writing numbers, letters, or finger painting. Examples that are not tablework: free play, reading a book, building a block tower. During tablework the teacher should be working with the children and avoid leaving the classroom.

Each observation day is worth 4 points, but in order to earn the 4 points you must work in the classroom for:

½ hour doing large group, and

½ hour doing small group work (1-3 children)

If you do all that is required on the observation day, you will get all the points. If you do only part of the work, you get none of the points.

Post Test: On the last day of training you will take a test covering all the lessons you have read. In order to get the full 5 points, you just have to take the test. You don't have to get any special score. (But do your best.)

Point Record

The trainer will give you a slip of paper each day telling you how many points you earned that day and how many total points you have earned.

Teacher: _____ Date: _____

# of points earned today _____

Total # of points earned so far _____

This will let you know where you stand each day.

Can You Make Up Points You Lose?

In most cases, NO. In order to make best use of the trainer's time, it is not possible to change the schedule once it has been okayed by you and your staff. The trainer will have planned her other duties around the calendar, so if the training schedule had to be changed all the time, it would be difficult for the trainer to reschedule all her other duties. This rule must hold even if you are sick.

Here is the only exception:

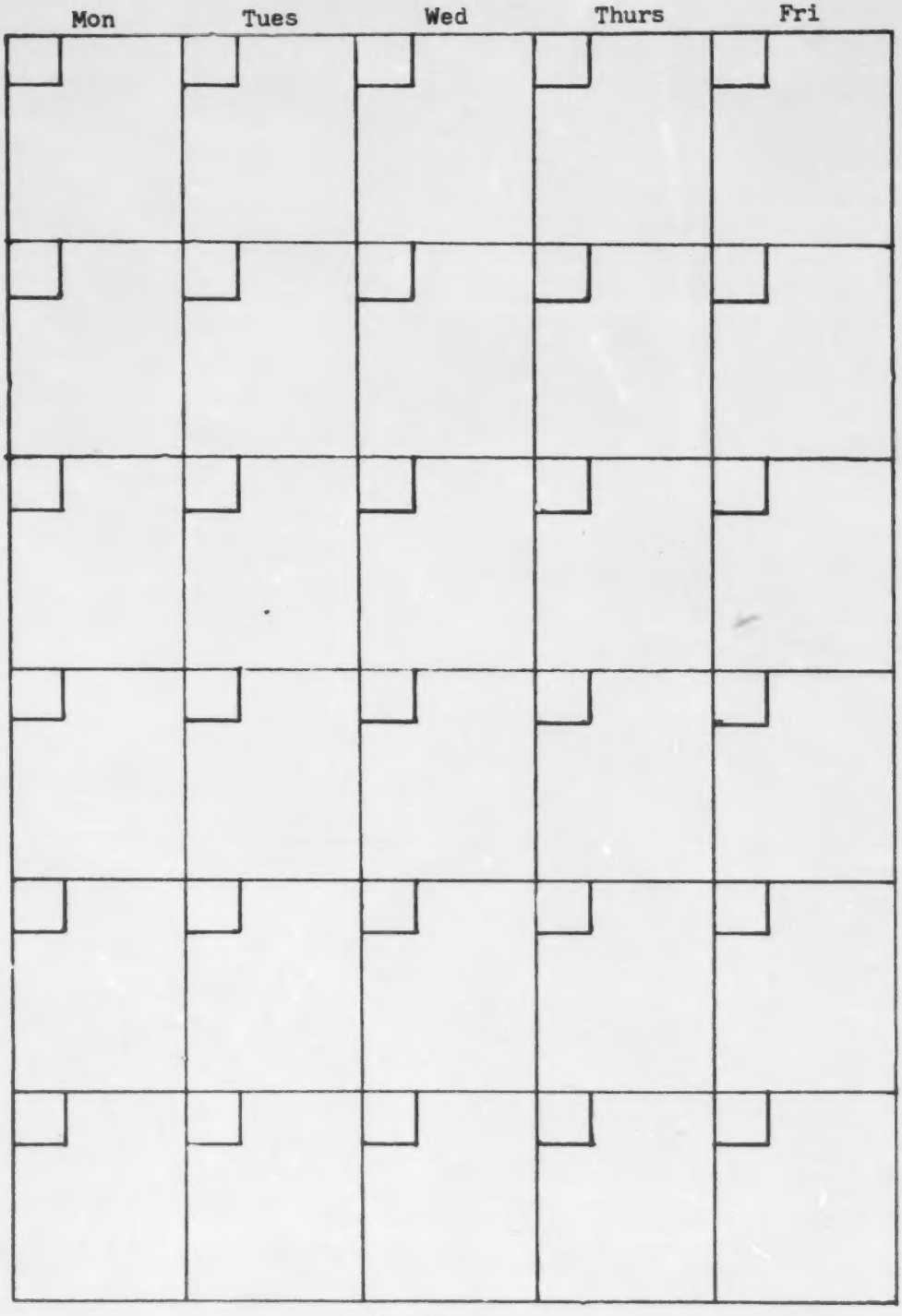
If you miss a training day here is how you can earn some of the points back:

1. Get the lesson from the trainer.
2. Read the lesson when you have some extra time.
3. Complete and correct the study questions.
4. Call the trainer and arrange a time to take the quiz.
5. Take the quiz.

The total points you could have earned for the lesson and quiz were 5 points (3 for the lesson and 2 for the quiz). On the make-up, the number of points you earn depends on the quiz score. You may take the quiz only once.

Score on Quiz	# of points earned for the lesson & quiz
10	4.5
9	4
8 or below	none

So you can't earn all the points, but you can get most of them.


Mon
Tues
Wed
Thurs
Fri

TEACHER CONTRACT

I, _____, agree to:

1. Be ready to begin reading lessons on training days starting at _____.
2. Be ready to begin the assigned activity on practicum days at _____.
3. Teach in my own classroom on observation days.

   Starting at _____ I will have tablework with a large group (4 or more children).

   Then at _____ I will work with only 1-3 children at tablework.
4. Take the pre and post tests (results will remain confidential).
5. Notify the trainer as soon as possible:
   a. if I will not be participating in training or practicum that day.
   b. if I will not be teaching in the classroom on an observation day.

From this training I will receive:

1. A manual showing new and effective techniques for teaching both handicapped and nonhandicapped children.
2. The ability to use these techniques.
3. _____ depending on how many points I have earned.

* * * *

I agree to participate in teacher training. I have read the previous pages and understand how training will be conducted. In addition, I also understand the point system. If I don't complete what is required for the lesson, quiz, practicum or observation days, then I will not earn the points for the day (the list of requirements for the points is located on the previous page).

I have discussed the training procedures (including the calendar) with the staff at my center and agree that I can be available for training, practicum, and observations.

_____Teacher _____ Trainer

_____Director

Unit 1
QUIZ

1. What are the two basic causes of hearing loss?

2. What is the most common cause of crippling physical disability?

3. To whom should you refer a child with a hearing loss?

4. What are two kinds of **language** problems a child may have?

5. What is the cause of autism?

6. What is usually the best treatment for a preschool child who stutters?

7. What is the most common physical cause of speech defects?

8. Give an example of a blindism.

9. Name three levels of mental retardation.

10. What is a "petite mal" seizure?

Unit 2
QUIZ

1. Who will do most of the work for you in setting up appointments for physicians?

2. When you have the children's eyes and ears screened what should you ask the person doing the testing?

3. If a child wears glasses should he take the eye test with the glasses on or off?

4. When describing a behavior what sort of words should you use?

5. What are the three behavior categories to include in a "Behavior Profile"?

6. What does "articulation" mean?

7. Why is it so important to talk to the parents?

8. How will you decide if the child needs to see a specialist?

9. Why should a teacher follow up on the problem?

10. What are two advantages of using a behavior checklist?

Unit 3
QUIZ

1. What happens to the behavior that is reinforced?

2. Are reinforcers the same thing for everyone? (for example, would candy be a reinforcer for everyone?)

3. What is a simple way to decide what may be a good reinforcer for a child?

4. What are two examples of a primary reinforcer?

5. What can you do to make praise more reinforcing?

6. What is the best example of a generalized reinforcer?

7. How may satiation happen?

8. How can you make a reinforcer specific?

9. How often should you reinforce a behavior at first?

10. How fast should you reduce the number of your reinforcers?

Unit 4
QUIZ

1. What are two things that should always be included in a good definition?

2. What is frequency recording?

3. What do you do with a data sheet at the end of the day?

4. If the line on your graph is going uphill, what does that mean?

5. If the line on your graph is going downhill, what can you tell about the behavior?

6. What does a baseline tell you?

7. In the beginning of your procedure how often should the behavior be reinforced?

8. How quickly should the behavior be reinforced?

9. Why would you use a return to baseline check?

10. Why shouldn't you change a procedure after using it for only two days?

Unit 5
QUIZ

1. How can a child learn a complicated task without learning the whole task at once?

2. In chaining, why do you gradually reduce the amount of help you give to the child?

3. The first step in shaping is to decide exactly what you want the child to have.

4. What is shaping?

5. What should be done if the child has a lot of trouble moving to the next step in shaping?

6. Why would you use a prompt?

7. Why would you fade a prompt?

8. Name three of the four ways questions can help a child learn.

9. What does generalization mean?

10. What should you do to make sure a child will keep working and master all the steps of a task?

Unit 6
QUIZ

1. What does extinction do to the rate of behavior?

2. Will ignoring behavior always decrease the rate? Why or why not?

3. When should extinction not be used?

4. Although extinction is known to decrease behavior eventually, what might happen at first?

5. What is D.R.O.?

6. Why is the D.R.O. procedure better than just extinction alone?

7. Why should the time out area be free from toys and other children?

8. How long should time out last?

9. Suppose you have tried many different punishers and nothing seems to work. What should you do?

10. What is response cost?

Unit 7
QUIZ

1. What is it called when the teacher allows each child to respond on his own level?

2. What should the teacher be doing when the class is broken into groups at different tables?

3. Why is it important that a child can use a learning center alone?

4. Why should you limit the number of children using a learning center at one time?

5. What is zone teaching?

6. What is peer tutoring?

7. What are programmed materials?

8. What might your part-time students be doing when not in your class?

9. What are two activity areas you might plan for?

10. Name one space problem a handicapped child might have.

Unit 8
QUIZ

1. What is the first step for the teacher in choosing child behaviors to change?

2. What tools can you use for assessment?

3. What is a long term goal called?

4. What four questions are answered in a good objective?

5. What are "tasks"?

6. Name one behavior a child needs in a large group.

7. Should a preschooler protect his own rights and materials?

8. What shapes should a preschooler know?

9. What kind of skill is running?

10. What kind of skill will Pop Beads and Tinker Toys help teach?

Unit 10
QUIZ

1. How can you help an aide learn the children's names?

2. In general, what are the aide's first day or two for?

3. What kinds of jobs should an aide start on?

4. Who should the aide **not** see alone the first few days?

5. How should you increase the aide's duties?

6. What should you do for the aide that is doing a good job?

7. What is the **best** way to teach the aide?

8. When do you start correcting the aide?

9. Who should be included in a home visit?

10. Should you be interested in what a family might want the child to do at school?

To:_____ Date:_____

Today you earned _____ points.
So far you have earned a total of _____ points
out of a possible _____ points.

_____
Trainer

To:_____ Date:_____

Today you earned _____ points.
So far you have earned a total of _____ points
out of a possible _____ points.

_____
Trainer

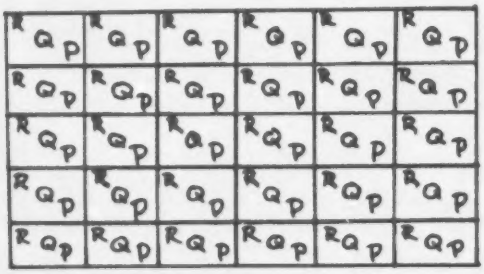
To:_____ Date:_____

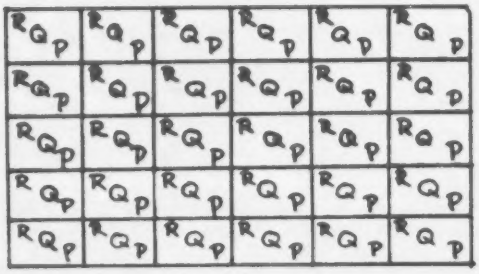
Today you earned _____ points.
So far you have earned a total of _____ points
out of a possible _____ points.

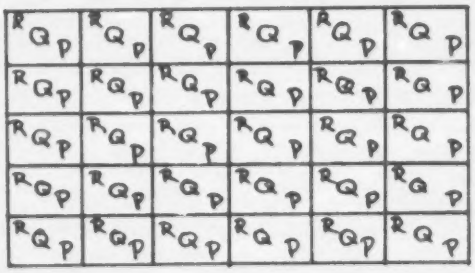
_____
Trainer

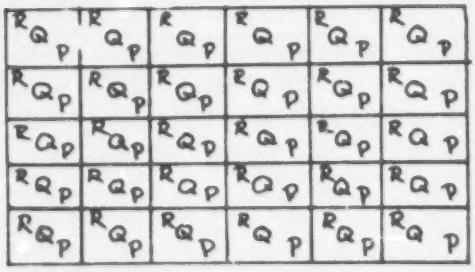
Teacher _____ Date _____ Observer _____

ONE-TO-ONE

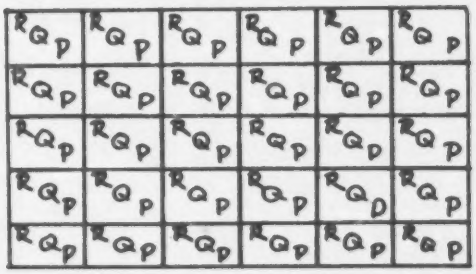


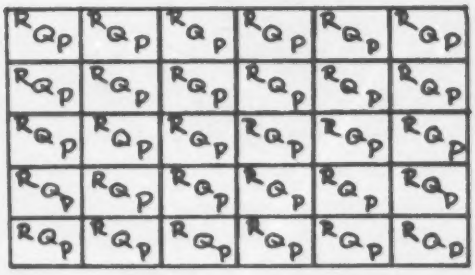


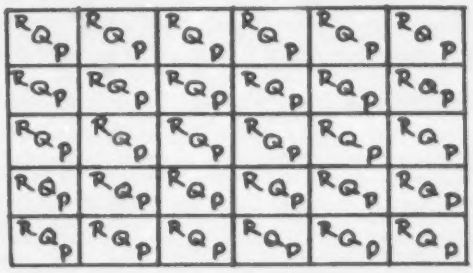


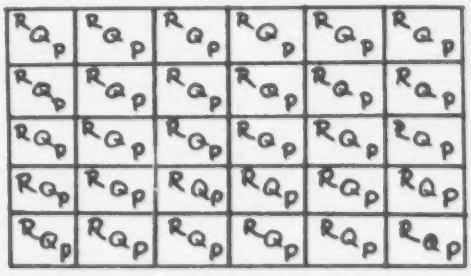


GROUP









HAPPY HELPFUL HINTS

Teacher: _____ Date: _____

While observing in your classroom, I noted that you:

_____

_____

_____

_____

I also informally watched you _____

_____

_____

_____

I believe your children could learn at a much faster rate and be even happier if you _____

_____

_____

_____

_____

_____

_____

_____

_____

_____Trainer

Please tear off and return to trainer.

I felt this feedback was:

- ☐ very helpful and informative
- ☐ just "so-so", didn't make much difference
- ☐ terrible, didn't tell me anything

I felt the trainer was:

- ☐ very pleasant & positive
- ☐ o.k.
- ☐ unfriendly and not understanding

If there is more to tell, please write it on back

Remember, last time we observed, you:

_____ ___% of the time,
_____ ___% of the time,
_____ ___% of the time,

Try to get up to/ stay at or above 33% of the time (once every 30 seconds) for all behaviors.

Remember, last time we observed, you:

_____ ___% of the time,
_____ ___% of the time,
_____ ___% of the time,

Try to get up to/ stay at or above 33% of the time (once every 30 seconds) for all behaviors.

Remember, last time we observed, you:

_____ ___% of the time,
_____ ___% of the time,
_____ ___% of the time,

Try to get up to/ stay at or above 33% of the time (once every 30 seconds) for all behaviors.

Remember, last time we observed, you:

_____ ___% of the time,
_____ ___% of the time,
_____ ___% of the time,

Try to get up to/ stay at or above 33% of the time (once every 30 seconds) for all behaviors.

Teacher _____

Points Earned

Date											
Points											
Total											

Date											
Points											
Total											

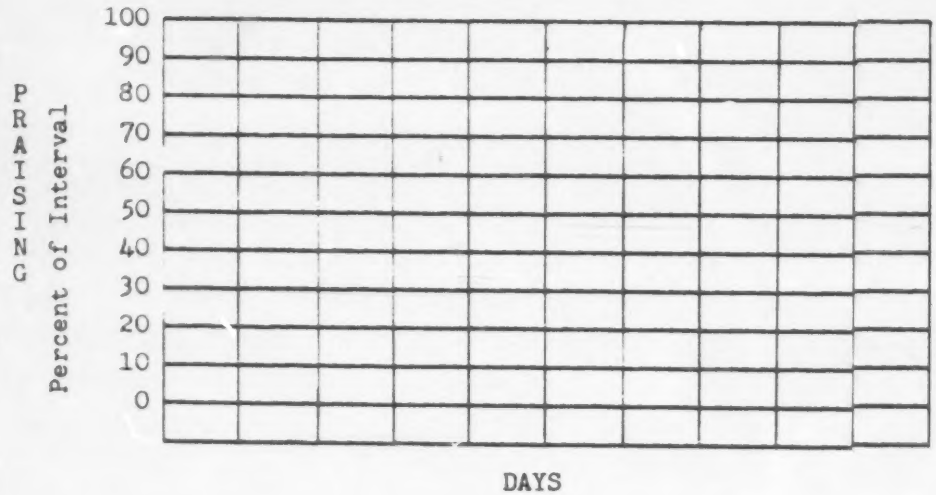
Date											
Points											
Total											

Test Scores

Pretest											Post test
	1	2	3	4	5	6	7	8	9	10	

Comments: _____

Name: _____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Percent of Interval
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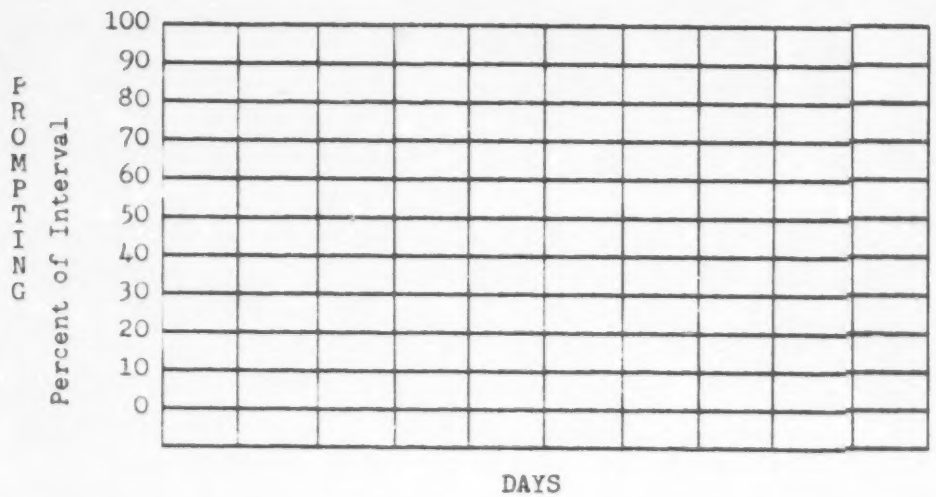
80
70
60
50
40
30
20
10
0
DAYS


PROMPTING
Percent of Interval
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50
40
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20
10
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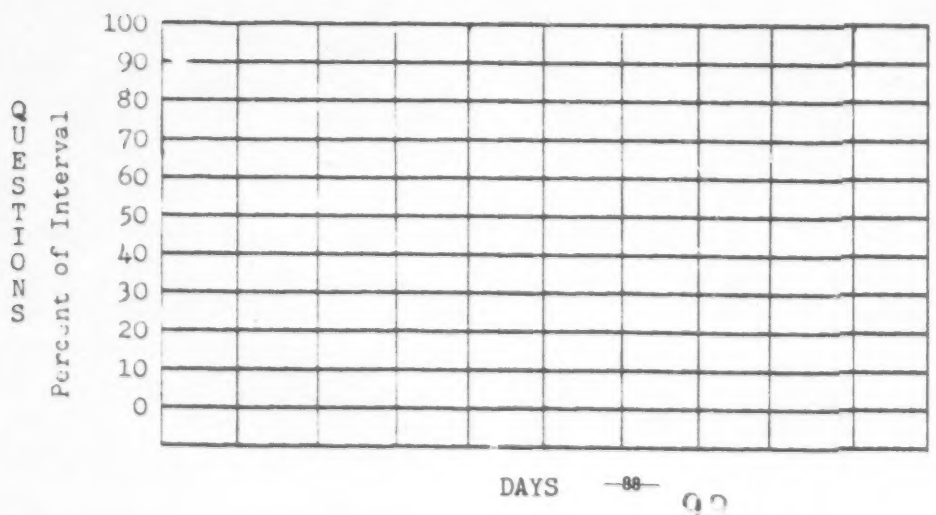
DAYS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Percent of Interval
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30
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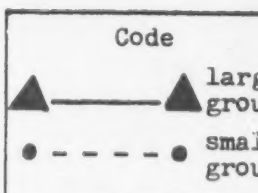
DAYS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COURSE EVALUATION

Please circle how you would rate the item (1-7).

1. Did you enjoy working with your trainer? Was the trainer friendly and positive?

Very Punishing			Neutral			Very Positive
1	2	3	4	5	6	7

2. Did your trainer seem well organized? Did the trainer have materials ready on time?

Unorganized			Neutral			Very Well Organized
1	2	3	4	5	6	7

3. Did your trainer stick to the proposed schedule? Did the trainer meet all appointments?

Often off Schedule			Neutral			Always on Schedule
1	2	3	4	5	6	7

4. Did the trainer give you useful information following observations? Was the feedback helpful?

Not Useful			Neutral			Very Useful
1	2	3	4	5	6	7

5. Did the trainer have a good understanding of the materials? Could the trainer answer your questions or tell you where to find the answers?

Didn't Understand			Neutral			Good Understanding
1	2	3	4	5	6	7

6. Was the point system fair?

Not Fair			Neutral			Very Fair
1	2	3	4	5	6	7

7. Were your points given as the contract said they would be given?

Not like contract			Neutral			Followed Contract
1	2	3	4	5	6	7

8. Did you like working for points?

Didn't Like			Neutral			Liked Very Much
1	2	3	4	5	6	7

9. Did you like what your points were exchanged for?

Didn't Like			Neutral			Liked Very Much
1	2	3	4	5	6	7

10. Can you think of something else you would have liked to exchange points for? What would this be?

11. Did you feel you covered about the right number of lessons each week? Too fast or too slow?

Too Few			Just Right			Too Many
1	2	3	4	5	6	7

How many lessons a week would be just right for you?

12. Did you feel that you had about the right number of practicums each week? Too many or too few?

Too Few			Just Right			Too Many
1	2	3	4	5	6	7

How many practicums a week would be just right for you?

13. How would you rate the difficulty of the supplementary readings?

Too Easy			Just Right			Too Difficult
1	2	3	4	5	6	7

14. How interesting were the supplementary readings?

Not interesting			Neutral			Very Interesting
1	2	3	4	5	6	7

15. Did you find things in the supplementary readings that you could use in the classroom?

Nothing			Some Things			Many Things
1	2	3	4	5	6	7

16. Are there any activities you would like to have following training?

_____

_____

_____

_____

_____

17. Any other comments you would like to make?

_____

_____

_____

_____

_____